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ABSTRACT

Intended for classroom teachers, this guide contains outcomes and objectives for grades K-12 that are intended to be used for improving the teaching and learning of reading skills. The prefatory section of the document briefly presents the goals of the program, suggestions for implementation, and a definition of terms. A reading concepts chart is then presented, with a scope and sequence chart indicating the appropriate grade level for instruction of each concept within the following categories: readiness, word recognition, comprehension, study skills, and recreational reading and personal development. The major portion of the guide, arranged in chart form, lists learning outcomes, sample learning objectives, media/resources, and evaluation techniques for each concept at the appropriate grade level. A list of West Virginia County reading administrators is appended. (EL)

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ED267369

LEARNING OUTCOMES FOR READING

- Early Childhood Education
- Middle Childhood Education
- Adolescent Education

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1985

Tom McNeel
State Superintendent of Schools
West Virginia Department of Education

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Charleston, West Virginia 25305

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ACKNOWLEDGEMENTS

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FOREWORD

This document, Learning Outcomes for Reading: Early Childhood Education, Middle Childhood Education and Adolescent Education, has been a long time in the making. Over a six year period, it has been through countless reviews and refinements. The final result reflects the efforts of numerous dedicated educators from across West Virginia who worked, individually and collectively, to establish learning outcomes in reading.

In 1977, the first edition of a "working draft" document for grades K-8 was printed. That document, Essential Competencies and Learner Outcomes, was the result of work done by an appointed committee and, before being printed, was critiqued and validated by county reading administrators and finally field tested. Since that time, West Virginia teachers and administrators have been using the competencies to plan for instruction with regard to a common set of reading skills.

In 1980, a need was felt to finalize the original draft document and to develop a set of reading learning outcomes for grades 9-12. In the process of doing this, not only would a set of outcomes be generated for adolescent education students, but the K-8 reading document would be reviewed and revised based on input from West Virginia educators, Programmatic Definitions for Early Childhood, Middle Childhood and Adolescent Education, and on research findings in the fields of reading and human growth and development. Once a draft of these outcomes was completed, members of the West Virginia Advisory Council on Reading and County Reading Administrators met to review and critique the learning outcomes. Their comments and suggestions were then considered by the Executive Committee of the West Virginia Advisory Council on Reading, and a final draft was submitted for approval to the West Virginia Department of Education.

The outcomes and objectives are not intended to serve as a comprehensive reading curriculum for West Virginia schools. Rather, they are intended to be used as a guide for improving the teaching and learning of those reading skills which are to be acquired by each student, and for tailoring programs to meet students' needs along an instructional continuum.

Tom McNeel
State Superintendent of Schools

INTRODUCTION

The Role of Reading Instruction in the School Curriculum

Learning to read is a continuous and sequential process, one which spans many years and a multitude of experiences. From the moment an infant starts to discriminate sights and sounds in the environment, the groundwork is laid upon which future reading development depends. The development and encouragement in the home of oral language facility in very young children, and a corresponding emphasis on providing experiences which will foster critical thinking capabilities in children, are important contributors to the future development of formal reading skills. Simply stated, the stage is set for the acquisition of reading skills and processes before a child enters school.

The role the school plays in reading development is crucial. As concepts and skills are introduced at appropriate and necessary points along an instructional continuum, supported by a richness of experiences and opportunities for oral and written language expression, children begin to unravel the intricacies of the reading process. Instruction and activities are structured and implemented to facilitate the development of students' abilities to read. By taking children from the point at which they are operating in the reading continuum and by providing them with educationally sound and developmentally appropriate experiences, teachers maintain and extend previously acquired reading skills. Once instruction has occurred and opportunities have been provided for practice and feedback, teachers are able to detect student weaknesses and strengths and to take remedial steps or to provide enrichment activities, as necessary.

Goals

The first goal of the Educational Goals for West Virginia states, "A thorough and efficient system of education, as recommended by the best educational expertise available in West Virginia and approved by the West Virginia Board of Education, shall develop in students to their capacity, skills in reading, writing, spelling, perceiving, speaking, listening, adding, subtracting, multiplying and dividing numbers and using reference materials." To effect this mastery, learning outcomes have been established for the reading curriculum. Designed to support efforts at the local, school building and classroom level, this document promotes the improvement of educational programs and the facilitation of the teaching-learning process. Through the major instructional goals for reading programs which contribute to the Educational Goals for West Virginia, each learner will:

1. develop the ability to read, that is, to interpret meaningfully printed or written verbal symbols,
2. use reading as an efficient tool for learning,
3. acquire a sense of self-respect through an understanding and appreciation of his/her abilities, needs, interests, goals and worth,

4. develop knowledge and skills which will enable him/her to read as a leisure activity; and
5. develop understanding which will enable him/her to read critically and analytically.

Implementation of Learning Outcomes for Reading

Learning Outcomes for Reading: Early Childhood Education, Middle Childhood Education and Adolescent Education is one in a series of curricular documents developed under the auspices of the Office of Educational Program Development, Bureau of Learning Systems, of the West Virginia Department of Education. Developed to provide leadership and technical assistance to professional educators in local school districts and institutions of higher education, this document was designed to support efforts throughout the State to improve educational programs and to facilitate the teaching-learning process. Of course, effective implementation of any curriculum depends upon the optional utilization of time, personnel and materials to provide quality opportunities for learning.

This document, because it represents the scope and sequence of reading skills which should be acquired by West Virginia students in kindergarten through grade twelve, may be used to serve purposes beyond setting the foundation for curriculum development. In fact, this document may serve as a critical resource in the textbook selection process at the local and state level; as an integral part of teacher education programs; as a tool for program evaluation; as a method for gauging students' reading proficiency; and as an aid to teachers in diagnosing and prescribing individual students' reading needs. The potential uses of this document are limited only by the user's insight, imagination, desire, and creativity.

Competency-based staff development packages, developed for use with the original essential competencies and learner outcomes document, have been revised to correlate with the learning outcomes. These materials provide administrators and teachers with knowledge and skills which will assist them in interfacing the learning outcomes with local educational programs and instructional practices.

Before attempting to incorporate Learning Outcomes for Reading: Early Childhood Education, Middle Childhood Education and Adolescent Education into classrooms, it is important that the assumptions and working definitions underlying the learning outcomes be fully understood. These assumptions are:

1. The outcomes and objectives are not meant to be considered the total curriculum. They are intended to serve as a guide around which developmental reading programs may be structured, as part of a comprehensive approach to curriculum development.

2. Learning outcomes and learning objectives are a way to track students' growth and development. The outcomes are to be achieved by the *end of each grade level*. Outcomes are actually written as exit level skills and should be viewed as such. Please note that the adolescent education outcomes have been written as a single set of outcomes and that the skills are to be mastered by the end of the twelfth grade.
3. Teachers should be knowledgeable about the concepts, outcomes, and sample learning objectives presented in other grade levels. Although concepts may be identified as being mastered in certain grade levels, teachers should work with their students to maintain, strengthen and extend previously mastered concepts.
4. Within each concept area, there may be several sample learning objectives. These learning objectives are sequentially ordered. However, the sequence of concepts and learning outcomes themselves does not imply the arrangement that should be followed for mastery.
5. The learning outcomes follow a grade-by-grade developmental sequence and each sample learning objective implies that the students are working *at grade level*. If students are not functioning at grade level, sample learning outcomes and objectives for previous (for remedial students) or future (for accelerated students) levels should be consulted for guidance.
6. The accuracy statements included in the sample learning objectives are meant to serve as a yardstick based on instructional levels for students in various grades. Teachers should make adjustments to suit the needs of their own students.
7. In order to help students assure accuracy in attaining the outcomes, it is necessary to teach students to proofread, edit, and generally review their work. Proofreading and editing, therefore, have not been included as skills treated by this document, but are implied as a necessary part of *any* instructional program.
8. Certain personal development concepts are implied in this document and in others prepared by the Bureau of Learning Systems. Teachers should strive to meet the psychological, social, and physical needs of students as well as their intellectual needs. Growth in each of these areas occurs in relation to the other areas.

Definitions of terms used throughout this document are as follows.

Concepts--abstract ideas generalized from specifics.

Learning Outcomes--behaviors which the learner needs to exhibit to progress satisfactorily to the next level of learning in reading. The component parts of each learning outcomes are: (1) a learner term, (2) a process or performance term, and (3) a content statement.

Learning Objectives--sequentially ordered objectives necessary for the accomplishment of learning outcomes. These objectives are stated in terms of the conditions under which the objectives will be performed, a learner statement, the observable performance that will be accepted as evidence that learning has taken place, a content statement, and the standards that will be used as the basis for evaluation.

Early Childhood Education--growth period between ages three and ten, roughly corresponding to grades nursery through four.

Middle Childhood Education--growth period between ages ten and fourteen, roughly corresponding to grades five through eight.

Adolescent Education--growth period between ages fourteen and nineteen, roughly corresponding to grades nine through twelve.

READING CONCEPTS CHART

I. READINESS

- Motor Skills
  - Gross motor
  - Fine motor
- Language Readiness
  - Verbal expression
  - Likenesses and differences
  - Classification and categorization
  - Sequence
  - Relationships
- Visual Perception
  - Visual discrimination
  - Visual motor
    - eye-hand coordination
    - directionality
  - Visual memory
- Auditory Perception
  - Auditory discrimination
    - gross sounds
    - fine sounds
    - matching sounds
    - rhyming words
  - Auditory memory

II. WORD RECOGNITION

- Alphabet
  - Upper case letters
  - Lower case letters
  - Alphabet sequence
- Nonletter Forms
  - Numerals
  - Other symbols
- Sight Words/Vocabulary
  - Basal
  - Other sources
- Context Clues
  - Oral context
  - Written context
- Phonics
  - Consonants
    - initial
    - final
    - medial
    - blends
    - digraphs
  - Vowels
    - short
    - long
    - diphthongs
    - digraphs
    - controlled
    - schwa/unaccented
    - variant
    - patterns
- Structural Analysis
  - Compound words
  - Inflectional endings
    - plurals
    - verb forms
    - comparatives
  - Root words
  - Affixes
  - Syllables
  - Word families
  - Contractions
  - Possessives
  - Hyphenation
  - Accents

III. COMPREHENSION

- Word Meaning
  - Multiple meaning
  - Descriptive words
  - Homographs
  - Homophones
  - Synonyms
  - Antonyms
  - Abbreviations
  - Acronyms
- Sentence Meaning
  - Declarative sentences
  - Interrogative sentences
  - Imperative sentences
  - Exclamatory sentences
  - Punctuation marks
  - Capitalization
  - Sentence development
  - Paragraph development
- Literal Level Comprehension
  - Main idea
  - Detail
  - Sequence
  - Directions
  - Comparison/contrast
  - Cause and effect
  - Character traits
  - Character feelings
  - Character motives
- Interpretive Level Comprehension
  - Main idea
  - Detail
  - Sequence
  - Comparison/contrast
  - Cause and effect
  - Characterization
    - feelings
    - motives
    - traits
  - Prediction of outcomes
  - Sensory images
  - Figurative language
- Critical Level Comprehension
  - Reality vs. fantasy
  - Fact vs. opinion
  - Relevant vs. irrelevant facts
  - Value of material
  - Propaganda
  - Author's purpose

IV. STUDY SKILLS

- Location of Information
  - Book parts
    - table of contents
    - index
    - glossary
    - page notation
    - appendix
    - footnotes
    - bibliography
    - preface
  - Dictionary
    - word location
      - alphabetizing
      - guide words
    - word differentiation
      - pronunciation key
      - diacritical markings
      - phonetic spelling
      - syllabication
      - word origins
      - definition in context
    - dictionary supplements
  - Reference materials
    - encyclopedias
    - newspapers
    - charts
    - maps
    - globes
    - atlases
    - directories
    - catalogues
    - thesaurus
    - almanac
    - periodicals
    - diagrams
    - tradebooks
  - Library skills
    - card catalogue
    - library classification
    - indices
    - cross references
- Organization of Information
  - Outlining
  - Note taking
  - Summarizing
  - Paraphrasing
  - Graphic representations
- Interpretation of Information
  - Utilization
  - Translation
- Reading Flexibility
  - Study techniques
    - skimming
    - scanning
    - SQ3R and others
    - study guides
  - Rate

V RECREATIONAL READING AND PERSONAL DEVELOPMENT

- Reading for Leisure
  - Independent reading
  - Sharing reading experiences
  - Variety in reading experiences
  - Problem solving
- Reading Affectivity
  - Receiving
  - Responding
  - Valuing
  - Characterization by a value
  - Emotional reactions
- Reading Appreciation
  - Character identification
  - Style of writing
  - Literary techniques
- Enhancement of Reading
  - Dramatizations
  - Choral reading
  - Creative writing
  - Projects

Johnson, Lowell, and Casteel, Carolyn. "Reading Concepts Chart." Fairmont, West Virginia, 1981. (Mimeographed.)

SCOPE AND SEQUENCE CHART

	K	1	2	3	4	5	6	7	8	9-12
READINESS										
Motor Skills	■									
Gross motor	■									
Fine motor	■									
Language Readiness	■									
Verbal expression	■									
Likenesses and differences	■									
Classification and categorization	■									
Sequence	■									
Relationships	■									
Visual Perception	■	■								
Visual discrimination	■									
Visual motor	■									
eye-hand coordination	■									
directionality	■	■								
Visual memory	■	■								
Auditory Perception	■	■								
Auditory discrimination	■	■								
gross sounds	■									
fine sounds	■	■								
matching sounds		■								
rhyming words	■									
Auditory memory	■									
WORD RECOGNITION										
Alphabet	■	■	■	■	■					
Upper case letters	■	■		■						
Lower case letters	■	■		■						
Alphabet sequence	■	■		■						
Nonletter Forms	■	■								
Numerals	■									
Other symbols	■	■								
Sight Words/Vocabulary		■	■	■	■	■	■	■	■	■
Basal		■	■	■	■	■	■			
Other sources			■	■	■	■	■	■	■	■
Context Clues	■	■	■	■	■	■	■	■	■	■
Oral context	■	■	■	■	■	■	■	■	■	■
Written context		■	■	■	■	■	■	■	■	■

	K	1	2	3	4	5	6	7	8	9-12
Phonics		■	■	■	■	■				
Consonants		■	■	■						
initial		■	■	■						
final		■	■	■						
medial		■	■	■						
blends		■	■	■						
digraphs		■	■	■						
Vowels		■	■	■						
short		■	■	■						
long		■	■	■						
diphthongs			■	■						
digraphs			■	■						
controlled			■	■						
schwa/unaccented			■	■						
variant				■						
patterns			■	■						
Structural Analysis		■	■	■	■	■	■	■	■	■
Compound words		■	■	■	■	■	■	■	■	■
Inflectional endings		■	■	■	■	■	■	■	■	■
plurals		■	■	■	■	■	■	■	■	■
verb forms			■	■	■	■	■	■	■	■
comparatives				■	■	■	■	■	■	■
Root words		■	■	■	■	■	■	■	■	■
Affixes		■	■	■	■	■	■	■	■	■
Syllables		■	■	■	■	■	■	■	■	■
Word families		■	■	■	■	■	■	■	■	■
Contractions		■	■	■	■	■	■	■	■	■
Possessives			■	■	■	■	■	■	■	■
Hyphenation						■	■	■	■	■
Accents				■	■	■	■	■	■	■
COMPREHENSION										
Word Meaning		■	■	■	■	■	■	■	■	■
Multiple meaning		■	■	■	■	■	■	■	■	■
Descriptive words		■	■	■	■	■	■	■	■	■
Homographs			■	■	■	■	■	■	■	■
Homophones			■	■	■	■	■	■	■	■
Synonyms			■	■	■	■	■	■	■	■
Antonyms			■	■	■	■	■	■	■	■
Abbreviations				■	■	■	■	■	■	■
Acronyms						■	■	■	■	■

	K	1	2	3	4	5	6	7	8	9-12
Sentence Meaning		■	■	■	■	■	■	■	■	■
Declarative sentences		■	■	■	■	■	■	■	■	■
Interrogative sentences		■	■	■	■	■	■	■	■	■
Imperative sentences			■	■	■	■	■	■	■	■
Exclamatory sentences			■	■	■	■	■	■	■	■
Punctuation marks		■	■	■	■	■	■	■	■	■
Capitalization			■	■	■	■	■	■	■	■
Sentence development			■	■	■	■	■	■	■	■
Paragraph development				■	■	■	■	■	■	■
Literal Level Comprehension	■	■	■	■	■	■	■	■	■	■
Main idea	■	■	■	■	■	■	■	■	■	■
Detail	■	■	■	■	■	■	■	■	■	■
Sequence	■	■	■	■	■	■	■	■	■	■
Directions	■	■	■	■	■	■	■	■	■	■
Comparison/contrast		■	■	■	■	■	■	■	■	■
Cause and effect		■	■	■	■	■	■	■	■	■
Character traits	■	■	■	■	■	■	■	■	■	■
Character feelings		■	■	■	■	■	■	■	■	■
Character motives		■	■	■	■	■	■	■	■	■
Interpretive Level Comprehension	■	■	■	■	■	■	■	■	■	■
Main idea					■	■	■	■	■	■
Detail						■	■	■	■	■
Sequence						■	■	■	■	■
Comparison/contrast			■	■	■	■	■	■	■	■
Cause and effect		■	■	■	■	■	■	■	■	■
Characterization	■	■	■	■	■	■	■	■	■	■
feelings	■	■	■	■	■	■	■	■	■	■
motives			■	■	■	■	■	■	■	■
traits				■	■	■	■	■	■	■
Prediction of outcomes	■	■	■	■	■	■	■	■	■	■
Sensory images	■	■	■	■	■	■	■	■	■	■
Figurative language									■	■
Critical Level Comprehension	■	■	■	■	■	■	■	■	■	■
Reality vs. fantasy	■	■	■	■	■	■	■	■	■	■
Fact vs. opinion					■	■	■	■	■	■
Relevant vs. irrelevant facts						■	■	■	■	■
Value of material						■	■	■	■	■
Propaganda									■	■
Author's purpose										■

	K	1	2	3	4	5	6	7	8	9-12
STUDY SKILLS										
Location of Information		■	■	■	■	■	■	■	■	■
Book parts		■	■	■	■	■	■	■	■	■
table of contents		■	■	■	■	■	■	■	■	■
index			■	■	■	■	■	■	■	■
glossary			■	■	■	■	■	■	■	■
page notation		■	■	■						
appendix									■	■
footnotes										■
bibliography										■
preface						■	■	■	■	■
Dictionary			■	■	■	■	■	■	■	■
word location			■	■	■	■	■	■	■	■
alphabetizing			■	■	■	■	■	■	■	■
guide words			■	■	■	■	■	■	■	■
word differentiation			■	■	■	■	■	■	■	■
pronunciation key				■	■	■	■	■	■	■
diacritical markings				■	■	■	■	■	■	■
phonetic spelling				■	■	■	■	■	■	■
syllabication			■	■	■	■	■	■	■	■
word origins						■	■	■	■	■
definition in context				■	■	■	■	■	■	■
dictionary supplements					■	■	■	■	■	■
Reference materials					■	■	■	■	■	■
encyclopedias					■	■	■	■	■	■
newspapers					■	■	■	■	■	■
charts					■	■	■	■	■	■
maps					■	■	■	■	■	■
globes					■	■	■	■	■	■
atlases					■	■	■	■	■	■
directories					■	■	■	■	■	■
catalogues					■	■	■	■	■	■
thesaurus							■	■	■	■
almanac							■	■	■	■
periodicals										■
diagrams										■
tradebooks										■
Library skills					■	■	■	■	■	■
card catalogue					■	■	■	■	■	■
library classification										■
indexes										■
cross references										■

	K	1	2	3	4	5	6	7	8	9-12
Organization of Information						■	■	■	■	■
Outlining						■	■	■	■	■
Note taking						■	■	■	■	■
Paraphrasing						■	■	■	■	■
Summarizing						■	■	■	■	■
Graphic representations						■	■	■	■	■
Interpretation of Information						■	■	■	■	■
Utilization						■	■	■	■	■
Translation						■	■	■	■	■
Reading Flexibility					■	■	■	■	■	■
Study techniques					■	■	■	■	■	■
skimming					■	■	■	■	■	■
scanning					■	■	■	■	■	■
SQ3R and others					■	■	■	■	■	■
study guides					■	■	■	■	■	■
Rate										■
RECREATIONAL READING AND PERSONAL DEVELOPMENT										
Reading for Leisure										
Independent reading	■	■	■	■	■	■	■	■	■	■
Sharing reading experiences		■	■	■	■	■	■	■	■	■
Variety in reading interests			■	■	■	■	■	■	■	■
Problem solving		■	■	■	■	■	■	■	■	■
Reading Affectivity	■	■	■	■	■	■	■	■	■	■
Receiving	■	■	■	■	■	■	■	■	■	■
Responding	■	■	■	■	■	■	■	■	■	■
Valuing		■	■	■	■	■	■	■	■	■
Organization						■	■	■	■	■
Characterization by a value										■
Emotional reactions		■	■	■	■	■	■	■	■	■
Reading Appreciation										■
Character identification										■
Style of writing										■
Literary techniques										■
Enhancement of Reading		■	■	■	■	■	■	■	■	■
Dramatizations		■	■	■	■	■	■	■	■	■
Choral reading		■	■	■	■					
Creative writing			■	■	■	■	■	■	■	■
Projects		■	■	■	■	■	■	■	■	■

EARLY CHILDHOOD EDUCATION

KINDERGARTEN

EARLY CHILDHOOD EDUCATION - KINDERGARTEN

Concepts	Learning Outcomes	Sample Learning Objectives
READINESS		
Motor Skills	1. The learner will exhibit muscular coordination via gross and fine motor skills.	
Gross motor		1.1 Given tasks involving the large muscles, the learner will exhibit the general physical coordination necessary to complete each task.
Fine motor		1.2 Given specified tasks involving eye-hand coordination (fine motor), the learner will exhibit the general physical coordination necessary to complete each task. (See 3.0 in visual motor.)
Language Readiness	2. The learner will apply language readiness skills necessary for oral communication.	
Verbal expression		2.1 Given the opportunity to speak, the learner will express ideas in complete sentences.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Likenesses and differences		2.2 Given a group of objects, some of which are related through a concept, the learner will discriminate the likenesses and differences among the objects with 80 percent accuracy. 2.3 Given word pairs which are related through a concept, the learner will discriminate the likenesses and differences in the concepts with 80 percent accuracy.
Classification and categorization		2.4 Given a series of objects or pictures, the learner will group each one on the basis of a defined characteristic(s).
Sequence		2.5 Given a series of pictures out of order, the learner will arrange the pictures in proper sequence with 80 percent accuracy. 2.6 Given a series of pictures or objects in sequence, the learner will, through oral questioning by the teacher, demonstrate an understanding of the concepts of first/next/last by using these concepts to describe the pictures with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		2.7 Given a series of pictures or objects in sequence, the learner will, through oral questioning by the teacher, demonstrate an understanding of the concepts before/after by using these concepts to describe the pictures with 80 percent accuracy.
		2.8 Given a series of concepts, such as morning-noon-night, the learner will sequence ideas in order of occurrence.
		2.9 After listening to a story, the learner will use such concepts as first, next, and last in describing events and/or characters in the story with 80 percent accuracy.
Relationships position		2.10 Given an opportunity for physical expression, the learner will demonstrate the differences in spatial relationships, such as under/over/on, with 80 percent accuracy.
		2.11 Given an opportunity for oral expression, the learner will describe the positions of selected objects in his/her environment with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		2.12 Given a picture containing objects and/or persons, the learner will describe orally the spatial relationships of the objects and/or persons with 80 percent accuracy.
function		2.13 Given a set of objects or pictures of objects, the learner will describe orally the function of each object with 80 percent accuracy.
		2.14 Given pictures of objects and persons who are related through some concept to these objects, the learner will match the objects with the persons who use the objects with 80 percent accuracy.
		2.15 Given pairs of objects or pictures of objects that are functionally related, such as a match and a pipe, the learner will describe orally the functional relationship between each pair of objects.
		2.16 Given nouns which may be ascribed to particular locations, such as a tractor, an elephant, or an Eskimo, the learner will describe orally the functional location of the nouns with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
time		2.17 Given a set of pictures containing activities or objects which are related to time, such as sleeping, the moon, or snow, the learner will explain the time relationship expressed by each picture.
quantity/size		2.18 Given two unequal sets of objects or a picture containing two unequal sets of objects, the learner will compare the sets and objects in the sets using such terms as more, fewer, and bigger with 80 percent accuracy.
Visual Perception	3. The learner will demonstrate the visual perception skills necessary for reading readiness.	
Visual discrimination		3.1 Given objects and/or pictures of common geometric shapes, the learner will identify the circle, square, triangle, and diamond with 80 percent accuracy. 3.2 Given objects and/or pictures of primary and secondary colors, the learner will identify the colors red, yellow, blue, green, orange, and purple with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		3.3 Given size relationships such as big-little, small-smaller-smallest, the learner will identify the size relationships between and among objects with 80 percent accuracy.
		3.4 Given letters and/or words, the learner will recognize visually the likenesses and differences in the letters and/or words with 90 percent accuracy.
		3.5 Given two sets of manuscript letters, the learner will match each letter with its duplicate.
		3.6 Given two sets of numerals, the learner will match each numeral with its duplicate.
		3.7 Given a manuscript printing of his/her name, the learner will identify his/her name from a group of other names.
Visual motor		
eye-hand coordination		3.8 Given straight lines, curved lines, and outline forms, the learner will cut with scissors along the lines.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		3.9 Given objects, letters, and shapes, the learner will trace each with a pencil or crayon along the boundaries.
		3.10 Given a manuscript copy of the learner's name, the learner will print his/her name from the copy by placing the letters of his/her name in sequence on a level line.
directionality		3.11 Given an object to follow with the eyes, the learner will track the object in a left to right direction.
		3.12 Given objects and/or picture sequences in a left to right direction, the learner will identify the left to right sequence of the objects or pictures with 80 percent accuracy.
		3.13 Given objects and/or picture sequences on a page, the learner will state the sequence of the objects or pictures from top to bottom with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Visual memory		3.14 Given drawings of common geometric shapes, the learner will reproduce from memory at least one circle, one square, and one triangle. 3.15 After seeing pictures or objects which are then removed from view, the learner will describe each of the pictures or objects.
Auditory Perception	4. The learner will demonstrate the auditory perception skills necessary for readiness to read.	
Auditory discrimination		
gross sounds		4.1 Given gross sounds from the environment, the learner will name each environmental sound. 4.2 Given pairs of similar and dissimilar sounds from the environment, the learner will discriminate orally between each type of sound with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		4.3 Given pairs of similar and dissimilar fine sounds of the language, the learner will discriminate orally between each type of sound with 80 percent accuracy.
		4.4 Given pronounced word pairs, some of which are identical, the learner will state orally whether each pair contains words which are the same or different with 80 percent accuracy.
		4.5 Given pronounced word pairs beginning with identical and different consonant phonemes, the learner will state orally whether the pairs begin with the same or different consonant sounds with 80 percent accuracy.
		4.6 Given the fine sounds of the language, the learner will repeat the consonant phonemes of the language in pronounced words in beginning position with 80 percent accuracy.
rhyming words		4.7 Given rhyming words, the learner will match words with the same ending sound unit with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Auditory memory		4.8 After hearing gross sounds from the environment, the learner will imitate each environmental sound. 4.9 After hearing one or more phonemes of the language, the learner will reproduce each sound. 4.10 After hearing a word(s) or groups of words, the learner will repeat the word(s) with 80 percent accuracy. 4.11 After listening to a short sentence, the learner will repeat the sentence in proper sequence. 4.12 After listening to a short item span, the learner will repeat the items with 80 percent accuracy. 4.13 Given oral directions, the learner will execute the prescribed sequence of action with 80 percent accuracy.
WORD RECOGNITION		
Alphabet	5. The learner will demonstrate a knowledge of upper and lower case letters.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Upper case letters		5.1 Given isolated upper case letters in nonsequential order, the learner will name each letter.
Lower case letters		5.2 Given a set of nonsequential lower case letters, the learner will name the letters with 80 percent accuracy.
Alphabet sequence		5.3 Given an opportunity for oral expression, the learner will recite the letters of the alphabet in proper sequence.
Nonletter Forms	6. The learner will demonstrate the ability to translate numerals and other symbols into spoken language.	
Numerals		6.1 Given a visual series of numerals, the learner will pronounce each number.
Other symbols		6.2 Given functional reading symbols such as stop signs, the learner will name each symbol.
Context Clues	7. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Oral context		7.1 Given short sentences in oral form in which key words have been omitted, the learner will supply a word which will give each sentence its intended meaning. 7.2 Given phrases or sentences in oral form which contain words to be learned in context, the learner will define the meaning of each word from its use in spoken language.
COMPREHENSION		
Literal Level Comprehension	8. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		8.1 After listening to a story, the learner will state orally the main idea of the selection explicitly stated with 80 percent accuracy.
Detail		8.2 After listening to a story, the learner will recall orally the specific facts explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

KINDERGARTEN

Concepts	Learning Outcomes	Sample Learning Objectives
Sequence		8.3 After listening to a story, the learner will state orally the order of events explicitly stated with 80 percent accuracy.
Character traits		8.4 After listening to a story, the learner will recall orally at least one character trait explicitly stated about each main character.
Directions		8.5 Given oral directions for a specified task, the learner will follow the directions with 80 percent accuracy.
Interpretive Level Comprehension	9. The learner will use interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Characterization feelings		9.1 After listening to a story, the learner will generate at least one reason for resultant actions and events in the selection.
Prediction of outcomes		9.2 Given a portion of a picture sequence, story, or book, the learner will generate at least one idea about what might happen during or by the end of the selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

KINDERGARTEN

Concepts	Learning Outcomes	Sample Learning Objectives
Sensory images		9.3 After viewing a picture or listening to a story, the learner will describe a sensory image.
Critical Level Comprehension	10. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		10.1 After listening to a story, the learner will identify at least one characteristic which indicates whether each character is real or imaginary. 10.2 After listening to a story, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	11. The learner will take the initiative in selecting books.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Independent reading		11.1 Given an opportunity for independent activities, the learner will self-select and peruse picture books and other easy reading materials as a free-time activity.
Reading Affectivity	12. The learner will display an interest in reading.	
Receiving		12.1 Given an opportunity to hear a story, the learner will listen attentively for the duration of the story.
Responding		12.2 After listening to a story, the learner will participate in class discussion by answering questions related to the story.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading is the key which admits us to the whole
world of thought and fancy and imagination.

James Russell Lowell

EARLY CHILDHOOD EDUCATION

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the concepts and principles developed in the previous level.	
READINESS		
Visual Perception	2. The learner will demonstrate the visual perception skills necessary for reading readiness.	
Visual motor		
directionality		2.1 Given objects in the learner's environment, the learner will name familiar objects which are to the left and right of his/her body axis.
Visual memory		2.2 Given written isolated letters, the learner will reproduce each letter from memory.
		2.3 Given written isolated numerals, the learner will reproduce each numeral from memory.
Auditory Perception	3. The learner will demonstrate the auditory perception skills necessary for readiness to read.	

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Auditory discrimination		
fine sounds		3.1 Given the fine sounds of the language, the learner will state orally initial consonant phonemes in pronounced words with 80 percent accuracy. 3.2 Given fine sounds of the language, the learner will state orally the consonant phonemes in pronounced words in final positions with 80 percent accuracy. 3.3 Given a word which starts with a consonant phoneme, the learner will identify words which have that phoneme in the beginning position with 80 percent accuracy. 3.4 Given a word which ends with a consonant phoneme, the learner will identify words which have that phoneme in the final position with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
matching sounds		3.5 Given a word which starts with a consonant phoneme, the learner will identify words which have that phoneme in the beginning position with 80 percent accuracy.
		3.6 Given a word which ends with a consonant phoneme, the learner will identify words which have that phoneme in the final position with 80 percent accuracy.
WORD RECOGNITION		
Alphabet	4. The learner will write the upper and lower case letters in manuscript.	
Upper case		4.1 Given instruction in writing upper case letters, the learner will form all upper case manuscript letters using the basic strokes of the adopted handwriting method.
Lower case		4.2 Given isolated lower case letters in nonsequential order, the learner will name each letter.
		4.3 Given upper and lower case letters, the learner will match the upper and lower case letters.

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Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		4.4 Given instruction in writing lower case letters, the learner will form all lower case manuscript letters using the basic strokes of the adopted handwriting method.
Alphabet sequence		4.5 Given a set of letters of the alphabet in either upper or lower case, the learner will write letters in sequence.
		4.6 Given a letter of the alphabet in either upper or lower case, the learner will write the letters which come before and/or after the given letter with 80 percent accuracy.
Nonletter Forms	5. The learner will demonstrate the ability to translate numerals and other symbols into spoken language.	
Other symbols		5.1 Given mathematical symbols including +, -, ¢, the learner will identify each symbol.
Sight Words	6. The learner will comprehend the sight words used in the first grade basal reading program.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Basal		6.1 Given the sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy.
		6.2 Given an opportunity for verbal expression, the learner will use selected sight words from the basal program in sentences at his/her level.
Context Clues	7. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context		7.1 Given sentences in oral form in which key words have been omitted, the learner will supply the word which gives each sentence its intended meaning.
		7.2 Given phrases or sentences in oral form which contain words to be learned in context, the learner will define the meaning of each word from its use in spoken language.
Written context		7.3 Given written sentences in which key words have been omitted, the learner will supply in oral and written form the word which gives each sentence its intended meaning.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		7.4 Given written phrases or sentences which contain words to be learned in context, the learner will define the meaning of each word from its use in written language.
Phonics	8. The learner will apply the concepts of phonics to develop the ability to determine the pronunciation of words.	
Consonants		
initial		8.1 Given written words containing initial consonants, the learner will identify letters in the initial position.
		8.2 Given written words which contain initial consonants, the learner will match each initial letter with the sound it represents.
		8.3 Given a word in oral or written form containing an initial consonant, the learner will give at least two examples of words which begin with the same sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
final		8.4 Given written words containing final consonants, the learner will identify each letter in the final position. 8.5 Given written words which contain final consonants, the learner will match each final letter with the sound it represents. 8.6 Given a word in oral or written form containing a final consonant, the learner will give at least two examples of words which end with the same sound.
medial		8.7 Given written words containing medial consonants, the learner will identify letters in the medial position with 80 percent accuracy. 8.8 Given written words which contain medial consonants, the learner will match each medial letter with the sound it represents. 8.9 Given a word in oral or written form containing a medial consonant, the learner will give at least one example of words which have the same consonant sound in the medial position.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
blends (initial)		8.10 Given written words containing consonant blends, the learner will identify the consonant blends in the initial position with 80 percent accuracy.
		8.11 Given written initial consonant blends, the learner will match the blends with the sounds they represent with 80 percent accuracy.
		8.12 Given words in oral or written form containing consonant blends, the learner will give at least two examples of words which begin with the same consonant blend.
digraphs		8.13 Given written words containing consonant digraphs, the learner will identify consonant digraphs with 80 percent accuracy.
		8.14 Given written words containing consonant digraphs, the learner will match each digraph with its sound.
		8.15 Given words in oral or written form containing consonant digraphs, the learner will give at least one example of words which have the same sound as each digraph presented.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Vowels		
short		8.16 Given short vowel sounds, the learner will repeat the short vowel sounds with 90 percent accuracy.
		8.17 Given pronounced words, the learner will distinguish the short vowel sound in each word.
		8.18 Given pronounced words, the learner will generate at least two words that have the same short vowel sounds as the words given.
		8.19 Given written words containing short vowel sounds, the learner will pronounce each word.
long		8.20 Given long vowel sounds, the learner will repeat the long vowel sounds with 90 percent accuracy.
		8.21 Given pronounced words, the learner will distinguish the long vowel sound in each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		8.22 Given pronounced words, the learner will generate at least two words that have the same long vowel sound as the words given. 8.23 Given written words containing long vowel sounds, the learner will pronounce each word.
Structural Analysis	9. The learner will apply the concepts of structural analysis at the instructional level in order to decode words.	
Compound words		9.1 After pronouncing a compound word from a selected list of compound words, the learner will indicate orally its component parts. 9.2 Given a word in oral or written form which can be the first part of a compound word, the learner will supply the second word to make it a compound word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Inflectional endings		
plurals		9.3 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy.
		9.4 Given a singular noun(s) with its plural(s), the learner will describe orally the difference between the singular and plural form of the noun.
		9.5 Given sentence(s) which require the singular or plural form of the noun to be added, the learner will supply the form which completes the sentence with 80 percent accuracy.
Root words		9.6 Given words which contain root words, the learner will identify the root word with 80 percent accuracy.
Affixes		9.7 Given root words, the learner will identify changes in meaning which occur when prefixes are added to the root words with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		9.8 Given root words, the learner will identify changes in meaning which occur when suffixes are added to the root words with 80 percent accuracy.
Syllables		9.9 Given single or multisyllabic words, the learner will distinguish the number of syllables with 90 percent accuracy.
Word families		9.10 Given a word from a common word family, the learner will make at least three initial consonant substitutions to form new words.
		9.11 Given new words developed from a common word family, the learner will pronounce each new word.
Contractions		9.12 Given pairs of words from which contractions may be formed, the learner will write a contraction for each word pair.
		9.13 Given contractions, the learner will identify the words which compose the contractions with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
COMPREHENSION		
Word Meaning	10. The learner will discriminate word meanings.	
Multiple meaning		10.1 Given sentences containing words which have multiple meanings, the learner will discriminate the meanings from context with 80 percent accuracy.
Descriptive words		10.2 Given sentences which contain descriptive words, the learner will identify the descriptive words with 80 percent accuracy.
		10.3 Given familiar isolated words, the learner will add at least two descriptive words related to the given word.
Sentence Meaning	11. The learner will demonstrate a knowledge of sentence meaning.	
Declarative sentences Interrogative sentences		11.1 Given a list of sentences, the learner will distinguish between declarative and interrogative sentences with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Punctuation marks		11.2 Given an opportunity for oral reading, the learner will demonstrate knowledge of punctuation marks through oral expression.
Capitalization		11.3 Given a writing exercise, the learner will capitalize when writing his/her name and address.
		11.4 Given a writing exercise, the learner will capitalize the first word in a sentence.
Literal Level Comprehension	12. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		12.1 After reading several selections, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		12.2 After reading factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sequence		12.3 After reading material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated with 80 percent accuracy.
Directions		12.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		12.5 After reading a selection, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		12.6 After reading a selection including actions and events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		12.7 After reading a selection which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Character feelings		12.8 After reading a selection which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		12.9 After reading a selection which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	13. The learner will use interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Cause and effect		13.1 Given a reading selection, the learner will generate at least one reason for resultant actions and events in the selection.
Characterization		
feelings		13.2 Given a reading selection, the learner will generate at least one idea about character feelings in the reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Prediction of outcomes		13.3 Given a portion of a picture sequence, story, or book, the learner will generate at least one idea about what might happen during or by the end of the selection.
Sensory images		13.4 After viewing a picture or listening to a story, the learner will describe a sensory image.
Critical Level Comprehension	14. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		14.1 After reading a selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary.
		14.2 After reading material, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.
STUDY SKILLS		
Location of Information	15. The learner will utilize book parts in order to locate information on a given topic.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Book parts		
table of contents		15.1 Given a primary text, the learner will locate the title of an assigned story, chapter, or unit in the table of contents.
page notation		15.2 Given an assigned page to find in a primary text, the learner will locate the specific page.
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	16. The learner will take the initiative in selecting and reading books.	
Independent reading		16.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		16.2 Given an opportunity to share reading experiences, the learner will voluntarily transmit to others information obtained through reading.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reading Affectivity	17. The learner will display reading affectivity.	
Receiving		17.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention.
Responding		17.2 Given an opportunity for reading, the learner will participate in class discussion by answering and/or asking at least one question related to the story.
Valuing		17.3 After reading material, the learner will give at least one personal reason for liking and/or disliking the selection.
Emotional reactions		17.4 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Enhancement of Reading	18. The learner will participate in reading enrichment activities.	
Dramatizations		18.1 Given an opportunity to dramatize, the learner will perform dramatic activites to support and enhance a reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIRST LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Choral reading		18.2 Given an opportunity for oral reading, the learner will demonstrate the use of language patterns and rhythms through choral reading.
Projects		18.3 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.

Teaching Strategies	Media/Resources	Evaluation Techniques

An acquirement which means more than the pronunciation of words, more than repetition of sentence. Reading plays an important part in education itself and leads the way to a broad, deep culture.

Alice Jordan

EARLY CHILDHOOD EDUCATION

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the concepts and principles developed in previous levels.	
WORD RECOGNITION		
Alphabet	2. The learner will write in manuscript.	
		2.1 Given a handwriting exercise, the learner will reproduce the copy utilizing the basic strokes of the adopted handwriting method.
Sight Words	3. The learner will comprehend basic sight words.	
Basal		3.1 Given the sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy.
		3.2 Given an opportunity for verbal expression, the learner will use selected sight words from the basal program in sentences at his/her level.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		3.3 Given selected common sight words from the basal program, the learner will spell orally and/or write the words with 80 percent accuracy.
Other sources		3.4 Given supplementary reading materials which contain sight words, the learner will pronounce the words at his/her level with 90 percent accuracy.
Context Clues	4. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context		4.1 Given sentences in oral form in which key words have been omitted, the learner will supply the word which gives each sentence its intended meaning.
		4.2 Given phrases or sentences in oral form which contain words to be learned in context, the learner will define the meaning of each word from its use in spoken language.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Written context		4.3 Given written sentences in which key words have been omitted, the learner will supply the word which gives each sentence its intended meaning.
		4.4 Given written phrases or sentences which contain words to be learned in context, the learner will define the meaning of each word from its use in written language.
Phonics	5. The learner will apply the concepts of phonics to develop the ability to determine the pronunciation of words.	
Consonants		
initial		5.1 Given written words containing initial consonants, the learner will identify letters in the initial position.
		5.2 Given written words which contain initial consonants, the learner will match each initial letter with the sound it represents.
		5.3 Given a word in oral or written form which contains an initial consonant, the learner will give at least two examples of other words which begin with the same sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
final		5.4 Given written words containing final consonants, the learner will identify each letter in the final position. 5.5 Given written words which contain final consonants, the learner will match each final letter with the sound it represents. 5.6 Given a word in oral or written form which contains a final consonant, the learner will give at least two examples of words which end with the same sound.
medial		5.7 Given written words containing medial consonants, the learner will identify letters in the medial position with 80 percent accuracy. 5.8 Given written words which contain medial consonants, the learner will match each medial letter with the sound it represents.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		5.9 Given a word in oral or written form which contains a medial consonant, the learner will give at least one example of words which have the same consonant sound in the medial position.
blends		5.10 Given words containing consonant blends, the learner will identify consonant blends in the initial position with 80 percent accuracy. 5.11 Given words containing consonant blends, the learner will identify consonant blends in the final position with 80 percent accuracy. 5.12 Given words containing consonant blends, the learner will identify consonant blends in the medial position with 80 percent accuracy. 5.13 Given consonant blends, the learner will match orally each blend with its sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.14 Given consonant blends, the learner will give at least two examples of words which contain the same consonant blend.
digraphs		5.15 Given words containing consonant digraphs in the initial position, the learner will identify the consonant digraphs in the initial position with 80 percent accuracy.
		5.16 Given words containing consonant digraphs in the medial position, the learner will identify the consonant digraphs in the medial position with 80 percent accuracy.
		5.17 Given words containing consonant digraphs in the final position, the learner will identify the consonant digraphs in the final position with 80 percent accuracy.
		5.18 Given consonant digraphs, the learner will match orally each digraph with its sound.
		5.19 Given consonant digraphs in initial, medial, and final positions in words, the learner will give at least two examples of words which have the same sound as each digraph presented.

Teaching Strategies	Media/Resources	Evaluation Techniques

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SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Vowels		
short		5.20 Given short vowel sounds, the learner will repeat the short vowel sounds with 90 percent accuracy.
		5.21 Given pronounced words, the learner will distinguish the short vowel sound in each word.
		5.22 Given pronounced words, the learner will generate at least two words that have the same short vowel sounds as the words given.
		5.23 Given written words containing short vowel sounds, the learner will pronounce each word.
long		5.24 Given long vowel sounds, the learner will repeat the long vowel sounds with 90 percent accuracy.
		5.25 Given pronounced words, the learner will distinguish the long vowel sound in each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.26 Given pronounced words, the learner will generate at least two words that have the same long vowel sound as the words given.
		5.27 Given written words containing long vowel sounds, the learner will pronounce each word.
patterns		5.28 After pronouncing words containing the vowel pattern VC or CVC, the learner will state the short vowel sound with 80 percent accuracy.
		5.29 After pronouncing words containing the vowel pattern VCE or CVCE, the learner will state the long vowel sound with 80 percent accuracy.
		5.30 After pronouncing words containing the vowel pattern CV or CVV, the learner will state the long vowel sound with 80 percent accuracy.
digraphs		5.31 Given words containing vowel digraphs, the learner will identify the vowel digraph with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.32 Given words containing vowel digraphs, the learner will match orally the vowel digraph with its sound with 80 percent accuracy.
		5.33 Given words containing vowel digraphs, the learner will give at least two examples of other words which contain the same digraph sound.
diphthongs		5.34 Given words containing vowel diphthongs, the learner will identify the diphthong with 80 percent accuracy.
		5.35 Given words containing vowel diphthongs, the learner will match orally the diphthong with its sound with 80 percent accuracy.
		5.36 Given exercises containing vowel diphthongs, the learner will give at least two examples of other words which contain the same diphthong sounds.
controlled		5.37 Given a list of words, some of which contain controlled vowels, the learner will identify the controlled vowel with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		5.38 Given a list of words containing controlled vowels, the learner will pronounce the sound of each controlled vowel and the word that contains it.
		5.39 Given controlled vowels, the learner will give at least two examples of other words which contain the controlled vowels.
schwa/ unaccented		5.40 Given a list of words, some of which contain a schwa/unaccented sound, the learner will identify the words which contain a schwa sound with 80 percent accuracy.
Structural Analysis	6. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Compound words		6.1 After pronouncing a compound word from a selected list of compound words, the learner will indicate orally its component parts.
		6.2 Given a word which can be one part of a compound word, the learner will supply another word to make it a compound word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Inflectional endings		
plurals		6.3 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy.
		6.4 Given a singular noun(s) with its plural(s), the learner will describe the difference between the singular and plural forms of the noun.
		6.5 Given sentences which require the singular or plural form of the noun, the learner will identify the singular or plural form which completes the sentence with 80 percent accuracy.
verb forms		6.6 After listening to or reading a sentence, the learner will indicate whether the action took place in the present or past time with 80 percent accuracy.
		6.7 Given sentences written in present tense, the learner will change the verb form in each sentence to past tense with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		6.8 Given sentences written in past tense, the learner will change the verb form in each sentence to present tense with 80 percent accuracy.
Root words		6.9 Given words which contain root words, the learner will identify the root of each word with 80 percent accuracy.
Affixes		6.10 Given root words, the learner will identify changes in meaning which occur when prefixes are added to the root word with 80 percent accuracy.
		6.11 Given root words, the learner will identify changes in meaning which occur when suffixes are added to the root word with 80 percent accuracy.
Syllables		6.12 Given single or multisyllabic words, the learner will distinguish the number of syllables with 80 percent accuracy.
Word families		6.13 Given a word from a common word family, the learner will make at least three initial consonant substitutions to form new words.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		6.14 Given a word from a common word family, the learner will make at least three initial consonant blends or initial consonant digraph substitutions to form new words.
		6.15 Given new words from a common word family, the learner will pronounce each word.
Contractions		6.16 Given pairs of words from which contractions may be formed, the learner will write the contraction for each word pair.
		6.17 Given common contractions, the learner will indicate the words which compose the contractions with 80 percent accuracy.
Possessives		6.18 Given sentences in which 's has been added to nouns, the learner will identify each noun which shows ownership.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
COMPREHENSION		
Word Meaning	7. The learner will discriminate word meanings.	
Multiple meaning		7.1 Given sentences containing words which have multiple meanings, the learner will discriminate the meanings from context with 80 percent accuracy.
Descriptive words		7.2 Given sentences which contain descriptive words, the learner will identify the descriptive words with 80 percent accuracy.
		7.3 Given an isolated sentence, the learner will change the sentence by adding at least two descriptive words related to the sentence.
Homographs		7.4 Given words in context that are spelled the same and have different meanings and pronunciations, the learner will pronounce each homograph.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		7.5 Given words in context that are spelled the same and have different meanings and pronunciation, the learner will identify the differences in meaning of the homographs with 80 percent accuracy.
Homophones		7.6 Given words in context that are pronounced alike but have different spellings and meanings, the learner will identify the differences in the meanings of each homophone with 80 percent accuracy.
Synonyms		7.7 Given lists of words that have similar meanings, the learner will match the synonyms from each list with 80 percent accuracy.
		7.8 Given a list of words, the learner will identify at least one synonym for each word.
		7.9 Given phrases and/or sentences, the learner will replace at least one word with a synonym.
Antonyms		7.10 Given lists of words that have opposite meanings, the learner will match the antonyms from each list with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		7.11 Given a list of words, the learner will identify at least one antonym for each word.
		7.12 Given phrases and/or sentences, the learner will replace at least one word with an antonym.
Sentence Meaning	8. The learner will develop the basic types of sentences.	
Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences		8.1 Given a set of sentences, the learner will identify declarative, interrogative, imperative, and exclamatory sentences with 80 percent accuracy.
		8.2 Given an opportunity for writing, the learner will write at least one declarative sentence, one interrogative sentence, one imperative sentence, and one exclamatory sentence.
Punctuation marks		8.3 Given an opportunity for oral reading, the learner will demonstrate knowledge of punctuation marks through oral expression.
		8.4 Given sentences containing punctuation marks, the learner will distinguish between commas, periods, quotation marks, question marks, and exclamatory marks with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		8.5 Given sentences without punctuation marks, the learner will provide the correct punctuation marks with 80 percent accuracy.
Capitalization		8.6 Given a writing exercise, the learner will capitalize in writing sentences with 80 percent accuracy.
Sentence development		8.7 Given a writing exercise, the learner will organize words to express a complete thought.
Literal Level Comprehension	9. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		9.1 After reading several selections, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		9.2 After reading factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sequence		9.3 After reading material containing a clear sequence of events, the learner will state the order of major events explicitly stated with 80 percent accuracy.
Directions		9.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		9.5 After reading material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		9.6 After reading material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		9.7 After reading material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.
Character feelings		9.8 After reading material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Character motives		9.9 After reading material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	10. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/ contrast		10.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.
Cause and effect		10.2 Given a reading selection, the learner will generate at least one idea for resultant actions and events.
Characterization		
feelings		10.3 Given a reading selection, the learner will generate at least one idea about character feelings.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
motives		10.4 Given a reading selection, the learner will generate at least one idea about character motives.
Prediction of outcomes		10.5 Given a portion of a reading selection, the learner will generate at least one idea about what might happen during or by the end of the selection.
Sensory images		10.6 After viewing a picture, listening to or reading a story, the learner will describe a sensory image.
Critical Level Comprehension	11. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		11.1 After reading a selection, the learner will describe a least two characteristics about selected characters which indicate whether each character is real or imaginary. 11.2 After reading a selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.

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Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		11.3 After reading a selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for his/her choice.
STUDY SKILLS		
Location of Information	12. The learner will locate information on a given word or topic.	
Book parts		
table of contents		12.1 Given a primary text, the learner will locate the title of an assigned story, chapter, or unit in the table of contents.
page notation		12.2 Given an assigned page to find in a primary text, the learner will locate the specific page.
index		12.3 Given a primary text, the learner will locate an assigned topic in the index.
glossary		12.4 Given assigned words to locate in the glossary of an elementary text, the learner will locate each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Dictionary Skills		
Word location		
alphabetizing		12.5 Given words which begin with different letters of the alphabet, the learner will alphabetize the list with 80 percent accuracy.
		12.6 Given words which begin with the same letter of the alphabet, the learner will alphabetize the list by the first two letters with 80 percent accuracy.
guide words		12.7 Given a primary dictionary and a word to be located, the learner will identify the guide words for the given word with 80 percent accuracy.
		12.8 Given a primary dictionary and words to be located, the learner will locate the words with 80 percent accuracy.
Word differentiation		
syllabication		12.9 Given words to locate in a primary dictionary, the learner will identify the number of syllables.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	13. The learner will take the initiative in selecting and reading books.	
Independent reading		13.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		13.2 Given an opportunity to share reading experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		13.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
Reading Affectivity	14. The learner will display reading affectivity.	
Receiving		14.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention.

Teaching Strategies	Media/Resources	Evaluation Techniques

SECOND LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Responding		14.2 Given an opportunity for reading, the learner will participate in class discussion by answering and/or asking at least one question related to the story.
Valuing		14.3 After reading materials, the learner will give at least one personal reason for liking and/or not liking the selection.
		14.4 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material in the media center, library, or other source.
Emotional reactions		14.5 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Enhancement of Reading	15. The learner will participate in reading enrichment activities.	
Dramatizations		15.1 Given an opportunity to dramatize, the learner will perform dramatic activites to support and enhance a reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Projects		15.2 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		15.3 Given an opportunity for writing, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

He that loves reading has everything within his reach.
He has but to desire, and he may possess himself of every
species of wisdom to judge and power to perform.

William Godwin

EARLY CHILDHOOD EDUCATION

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the concepts and principles developed in previous levels.	
WORD RECOGNITION		
Alphabet	2. The learner will write the upper and lower case letters in cursive.	
Upper case letters		2.1 Given instruction in writing upper case letters, the learner will form the upper case cursive letters using the basic strokes of the adopted handwriting method.
Lower case letters		2.2 Given instruction in writing lower case letters, the learner will form the lower case cursive letters using the basic strokes of the adopted handwriting method.
Alphabet sequence		2.3 Given a cursive letter of the alphabet in either upper or lower case, the learner will write the letters which come before and/or after the given letter.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
		2.4 Given a cursive handwriting exercise, the learner will reproduce the copy utilizing the basic strokes of the adopted handwriting method.
Sight Words	3. The learner will comprehend basic sight words.	
Basal		3.1 Given sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy. 3.2 Given selected sight words from the basal program, the learner will spell the words with 80 percent accuracy. 3.3 Given selected sight words from the basal program, the learner will, in either oral or written form, make a sentence with each sight word.
Other sources		3.4 Given selected sight words from supplementary materials, the learner will pronounce the words at his/her level with 90 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		3.5 Given selected sight words from supplementary materials, the learner will, in either oral or written form, make a sentence with each sight word.
Context Clues	4. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context		4.1 Given phrases or sentences in oral form which contain words to be learned in context, the learner will define the meaning of each word from its use in spoken language.
Written context		4.2 Given written phrases or sentences which contain words to be learned in context, the learner will define the meaning of each word from its use in written language.
Phonics	5. The learner will apply the concepts of phonics to determine the pronunciation of words.	

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Consonants		
initial		5.1 Given written words containing initial consonants, the learner will identify letters in the initial position.
		5.2 Given written words which contain initial consonants, the learner will match each initial letter with the sound it represents.
		5.3 Given words in oral or written form which contain an initial consonant, the learner will give at least two examples of other words which begin with the same sound.
final		5.4 Given written words containing final consonants, the learner will identify each letter in the final position.
		5.5 Given written words which contain final consonants, the learner will match each final letter with the sound it represents.
		5.6 Given a word in oral or written form which contains a final consonant, the learner will give at least two examples of other words which end with the same sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
medial		5.7 Given written words containing medial consonants, the learner will identify letters in the medial position with 80 percent accuracy.
		5.8 Given written words which contain medial consonants, the learner will match each medial letter with the sound it represents.
		5.9 Given words in oral or written form which contain a medial consonant, the learner will give at least one example of words which have the same consonant sound in the medial position.
blends		5.10 Given words containing consonant blends, the learner will identify consonant blends in the initial position with 80 percent accuracy.
		5.11 Given words containing consonant blends, the learner will identify consonant blends in the final position with 80 percent accuracy.
		5.12 Given words containing consonant blends, the learner will identify consonant blends in the medial position with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.13 Given consonant blends, the learner will match orally each blend with its sound.
		5.14 Given consonant blends, the learner will give at least two examples of words which contain the same consonant blend.
digraphs		5.15 Given words containing consonant digraphs in the initial position, the learner will identify the consonant digraphs in the initial position with 80 percent accuracy.
		5.16 Given words containing digraphs in the medial position, the learner will identify the consonant digraphs in the medial position with 80 percent accuracy.
		5.17 Given words containing consonant digraphs in the final position, the learner will identify the consonant digraphs in the final position with 80 percent accuracy.
		5.18 Given consonant digraphs, the learner will match orally each digraph with its sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		5.19 Given consonant digraphs in initial, medial, and final positions in words, the learner will give at least two examples of words which have the same sound as each digraph presented.
Vowels		
short		5.20 Given short vowel sounds, the learner will repeat the short vowel sounds with 90 percent accuracy.
		5.21 Given pronounced words, the learner will distinguish the short vowel sound in each word.
		5.22 Given pronounced words, the learner will generate at least two words that have the same short vowel sounds as the words given.
		5.23 Given written words containing short vowel sounds, the learner will pronounce each word.
long		5.24 Given long vowel sounds, the learner will repeat the long vowel sounds with 90 percent accuracy.
		5.25 Given pronounced words, the learner will distinguish the long vowel sound in each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		5.26 Given pronounced words, the learner will generate at least two words that have the same long vowel sound as the words given.
		5.27 Given written words containing long vowel sounds, the learner will pronounce each word.
patterns		5.28 After pronouncing words containing the vowel pattern VC or CVC, the learner will state the short vowel sound with 80 percent accuracy.
		5.29 After pronouncing words containing the vowel pattern VCE or CVCE, the learner will state the long vowel sound with 80 percent accuracy.
		5.30 After pronouncing words containing the vowel pattern CV or CVV, the learner will state the long vowel sound with 80 percent accuracy.
digraphs		5.31 Given words containing vowel digraphs, the learner will identify the vowel digraph with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.32 Given words containing vowel digraphs, the learner will match orally the vowel digraph with its sound with 80 percent accuracy. 5.33 Given words containing vowel digraphs, the learner will give at least two examples of other words which contain the same digraph sound.
diphthongs		5.34 Given words containing vowel diphthongs, the learner will identify the diphthong with 80 percent accuracy. 5.35 Given words containing vowel diphthongs, the learner will match orally the diphthong with its sound with 80 percent accuracy. 5.36 Given exercises containing vowel diphthongs, the learner will give at least two examples of other words which contain the same diphthong sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
controlled		5.37 Given a list of words, some of which contain controlled vowels, the learner will identify the controlled vowel with 80 percent accuracy.
		5.38 Given a list of words containing controlled vowels, the learner will pronounce the sound of each controlled vowel and the word that contains it.
		5.39 Given controlled vowels, the learner will give at least two examples of other words which contain the controlled vowels.
schwa/ unaccented		5.40 Given words, some of which contain a schwa/unaccented sound, the learner will identify the schwa sound in words with 80 percent accuracy.
variant		5.41 Given words which contain the vowel sounds /oo/, /oo/, /aw/, /au/, /ew/, /ue/, the learner will pronounce each vowel.
		5.42 Given a miscellaneous vowel(s), the learner will give at least two examples of words which contain the given vowel sound.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Structural Analysis	6. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Compound words		6.1 After pronouncing a compound word from a selected list of compound words, the learner will indicate orally its component parts. 6.2 Given a word which can be one of the parts of a compound word, the learner will supply another word to make it a compound word with 80 percent accuracy.
Inflectional endings		
plurals		6.3 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy. 6.4 Given a singular noun(s) with its plural(s), the learner will describe the difference between the singular and plural forms of the noun.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		6.5 Given sentences which require the singular or plural form of the noun, the learner will identify the singular or plural form which completes each sentence with 80 percent accuracy.
verb forms		6.6 After listening to or reading a sentence, the learner will indicate whether the action took place in the present or the past time.
		6.7 Given sentences written in present tense, the learner will change the verb form in each sentence to past tense with 80 percent accuracy.
		6.8 Given sentences written in past tense, the learner will change the verb form in each sentence to present tense with 80 percent accuracy.
		6.9 Given sentences which contain a helping verb, the learner will supply the past participle form of the verb with 80 percent accuracy.
comparatives		6.10 Given sentences containing comparative forms of adjectives, the learner will identify the comparative form with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		6.11 Given sentences which require changing an adjective to its comparative form, the learner will supply the comparative form with 80 percent accuracy.
		6.12 Given sentences containing superlative forms of adjectives, the learner will identify the superlative form in each sentence with 80 percent accuracy.
		6.13 Given sentences which require changing an adjective to its superlative form, the learner will supply the superlative form in the sentence with 80 percent accuracy.
Root words		6.14 Given words which contain root words, the learner will supply the root of each word with 80 percent accuracy.
Affixes		6.15 Given root words, the learner will identify changes in meaning which occur when prefixes are added to the root word with 80 percent accuracy.
		6.16 Given root words, the learner will identify changes in meaning which occur when suffixes are added to the root word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Syllables		6.17 Given written single or multisyllabic words, the learner will distinguish the number of syllables with 80 percent accuracy.
Word families		6.18 Given a word from a common word family, the learner will make at least three initial consonant substitutions to form new words.
		6.19 Given a word from a common word family, the learner will make at least three initial consonant blends or initial consonant digraph substitutions to form new words.
		6.20 Given new words from a common word family, the learner will pronounce each word.
Contractions		6.21 Given pairs of words from which contractions may be formed, the learner will write a contraction for each word pair.
		6.22 Given common contractions, the learner will indicate the words which compose the contractions with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Possessives		6.23 Given phrases or sentences in which 's or s' has been added to a noun, the learner will identify each word which shows ownership.
		6.24 Given a list of phrases, the learner will indicate ownership by adding 's or s' to each noun within each phrase.
Accents		6.25 Given a pronounced word(s) containing two syllables, the learner will discriminate the stressed syllable in the given word(s) with 80 percent accuracy.
COMPREHENSION		
Word Meaning	7. The learner will demonstrate correct usage of vocabulary.	
Multiple meaning		7.1 Given words and/or sentences which have multiple meanings, the learner will discriminate the meanings from context with 80 percent accuracy.
Descriptive words		7.2 Given written sentences, the learner will change the sentence by adding at least two descriptive words related to the sentence.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		7.3 Given a written assignment, the learner will write original sentences containing at least two descriptive words for each sentence.
Homographs		7.4 Given words in context that are spelled the same and have different meanings and pronunciations, the learner will pronounce each homograph.
		7.5 Given words in context that are spelled the same and have different meanings and pronunciations, the learner will explain the differences in meaning of the homographs with 80 percent accuracy.
Homophones		7.6 Given words in context that are pronounced alike but have different spellings and meanings, the learner will explain the differences in the meanings of each homophone with 80 percent accuracy.
Synonyms		7.7 Given words that have similar meanings, the learner will match the synonyms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		7.8 Given a list of words, the learner will identify at least two synonyms for each word.
		7.9 Given phrases or sentences, the learner will replace each identified word with a synonym.
Antonyms		7.10 Given words that have opposite meanings, the learner will match the antonyms with 80 percent accuracy.
		7.11 Given a list of words, the learner will identify at least one antonym for each word.
		7.12 Given phrases and/or sentences, the learner will replace each identified word with an antonym.
Abbreviations		7.13 Given common abbreviations found in reading materials, the learner will identify abbreviations with 80 percent accuracy.
		7.14 Given common abbreviations found in reading materials, the learner will state the meanings of the abbreviations with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sentence Meaning	8. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences		8.1 Given an opportunity for writing, the learner will write at least two declarative sentences, two interrogative sentences, two imperative sentences, and two exclamatory sentences.
Punctuation marks		8.2 Given an opportunity for oral reading, the learner will demonstrate knowledge of punctuation marks through oral expression.
		8.3 Given sentences without punctuation marks, the learner will provide the punctuation marks with 80 percent accuracy.
		8.4 Given an opportunity for writing, the learner will write sentences using punctuation marks with 80 percent accuracy.
Capitalization		8.5 Given an opportunity for writing, the learner will capitalize in writing sentences.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Sentence development		8.6 Given an opportunity for writing, the learner will organize words into a complete sentence.
Paragraph development		8.7 Given an opportunity for writing, the learner will organize at least three sentences pertaining to a particular topic to develop a paragraph.
Literal Level Comprehension	9. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		9.1 After reading several selections, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		9.2 After reading factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.
Sequence		9.3 After reading material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Directions		9.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		9.5 After reading material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		9.6 After reading material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		9.7 After reading material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.
Character feelings		9.8 After reading material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		9.9 After reading material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Interpretive Level Comprehension	10. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/contrast		10.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.
Cause and effect		10.2 Given a reading selection including actions or events, the learner will generate at least one reason for resultant actions and events.
Characterization		
feelings		10.3 Given a reading selection, the learner will generate at least one idea about character feelings.
motives		10.4 Given a reading selection, the learner will generate at least one idea about character motives.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
traits		10.5 Given a reading selection, the learner will generate at least one personality trait for each main character.
Prediction of outcomes		10.6 Given a portion of a reading selection, the learner will generate at least one idea about what might happen during or by the end of the selection.
Sensory images		10.7 After viewing a picture, listening to or reading a story, the learner will describe a sensory image.
Critical Level Comprehension	11. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		11.1 After reading a selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary.
		11.2 After reading a selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		11.3 After reading a selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.
STUDY SKILLS		
Location of Information	12. The learner will locate information on a given word or topic.	
Book parts		
table of contents		12.1 Given an elementary text, the learner will locate the title of an assigned story, chapter, or unit in the table of contents.
page notation		12.2 Given an assigned page to find in an elementary text, the learner will locate the specific page.
index		12.3 Given an elementary text, the learner will locate an assigned topic in the index.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
glossary		12.4 Given assigned words to locate in the glossary of an elementary text, the learner will locate each word.
Dictionary Skills		
Word location		
alphabetizing		12.5 Given words which begin with the same letter of the alphabet, the learner will alphabetize the list by the first three letters with 80 percent accuracy.
guide words		12.6 Given a primary dictionary and words to be located, the learner will use guide words to locate the words with 80 percent accuracy.
Word differentiation		12.7 Given a primary dictionary and words to be located, the learner will identify the number of syllables.
diacritical markings		12.8 Given common diacritical markings, the learner will identify each one.
phonetic spelling		12.9 Given pronunciation symbols used in phonetic spellings, the learner will identify the symbols in known words with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		12.10 Given pronunciation symbols used in phonetic spellings, the learner will pronounce the symbols in known words with 80 percent accuracy.
pronunciation key syllabication		12.11 Given unknown words to pronounce, the learner will pronounce the word(s) utilizing syllabication, a pronunciation key, diacritical markings, and phonetic spelling with 80 percent accuracy.
definition in context		12.12 Given a word within the context of a sentence to be located in the dictionary, the learner will locate the word.
		12.13 After using the dictionary to locate a particular word in a sentence, the learner will identify the definition of that word with 80 percent accuracy.
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	13. The learner will take the initiative in selecting and reading books.	

Teaching Strategies	Media/Resources	Evaluation Techniques

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THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Independent reading		13.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		13.2 Given an opportunity to share reading experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		13.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
Reading Affectivity	14. The learner will display reading affectivity.	
Receiving		14.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention.
Responding		14.2 Given an opportunity for reading, the learner will participate in class discussion by answering and/or asking at least one question related to the story.

Teaching Strategies	Media/Resources	Evaluation Techniques

THIRD LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		14.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material in the media center, library, or other source.
Valuing		14.4 After reading material, the learner will give at least two personal reasons for liking and/or disliking the selection.
		14.5 Given an opportunity to read, the learner will express the value of the reading experience.
		14.6 Given alternative activities, the learner chooses to read frequently.
Emotional reactions		14.7 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Enhancement of Reading	15. The learner will participate in reading enrichment activities.	
Dramatizations		15.1 Given an opportunity to dramatize, the learner will perform activities to support and enhance a reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Choral reading		15.2 Given an opportunity for oral reading, the learner will demonstrate the use of language patterns and rhythms through choral reading.
Projects		15.3 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		15.4 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading is the only enjoyment in which there is no alloy;
it lasts while all other pleasures fade.

Anthony Trollope

EARLY CHILDHOOD EDUCATION

FOURTH LEVEL

EARLY CHILDHOOD EDUCATION - FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the concepts and principles developed in previous levels.	
WORD RECOGNITION		
Alphabet	2. The learner will apply the skills used in cursive writing.	
		2.1 Given written assignments, the learner will write each assignment in cursive writing utilizing the basic strokes of the adopted handwriting method.
Sight Words	3. The learner will comprehend basic sight words.	
Basal		3.1 Given sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy. 3.2 Given selected sight words from the basal program, the learner will spell the words with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		3.3 Given selected sight words from the basal program, the learner will, in either oral or written form, make sentences with each sight word.
Other sources		3.4 Given supplementary reading materials which contain sight words, the learner will pronounce the words at his/her level with 90 percent accuracy.
		3.5 Given selected sight words from supplementary materials, the learner will, in either oral or written form, make sentences with each sight word.
Context Clues	4. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context Written context		4.1 Given phrases or sentences in oral or written form which contain words to be learned in context, the learner will define the meaning of each word.
Phonics	5. The learner will apply and extend the principles of phonics developed in previous levels.	See Levels 1, 2, and 3.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Structural Analysis	6. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		6.1 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy.
		6.2 Given sentence(s) which require the singular or plural form of the noun, the learner will supply the singular or plural form(s) which complete the sentence with 80 percent accuracy.
verb forms		6.3 Given instruction on verb forms, the learner will identify the present, past, past participle, and present participle forms with 80 percent accuracy.
		6.4 Given an oral assignment, the learner will demonstrate the ability to use proper verb forms.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		6.5 Given a written assignment, the learner will demonstrate the ability to use proper verb forms with 80 percent accuracy.
comparatives		6.6 Given instruction on comparative endings, the learner will change an adjective to its comparative and superlative forms with 80 percent accuracy.
Root words		6.7 Given words which contain root words, the learner will identify the root of each word with 80 percent accuracy.
Affixes		6.8 Given root words, the learner will identify changes in meaning which occur when prefixes are added to each root word with 80 percent accuracy.
		6.9 Given root words, the learner will identify changes in meaning which occur when suffixes are added to each root word with 80 percent accuracy.
Syllables		6.10 Given written multisyllabic words, the learner will divide each word into syllables.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Contractions		6.11 Given written assignments, the learner will use contractions with 80 percent accuracy.
Possessives		6.12 Given written assignments, the learner will use possessives with 80 percent accuracy.
Accents		6.13 Given multisyllabic words, the learner will discriminate the stressed syllable in the given words with 80 percent accuracy.
COMPREHENSION		
Word Meaning	7. The learner will demonstrate correct usage of vocabulary.	
Multiple meaning		7.1 Given words and/or sentences which have multiple meanings, the learner will determine the meanings of the words and/or sentences from context with 80 percent accuracy.
Descriptive words		7.2 Given a written assignment, the learner will write original sentences containing at least two descriptive words related to each sentence.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Homographs		7.3 Given words in context that are spelled the same and have different meanings and pronunciation, the learner will explain the differences in meaning of the homographs with 80 percent accuracy.
Homophones		7.4 Given words in context that are pronounced alike but have different meanings, the learner will explain the differences in the meanings of each homophone with 80 percent accuracy.
Synonyms		7.5 Given a written assignment, the learner will use synonyms.
Antonyms		7.6 Given a written assignment, the learner will use antonyms.
Abbreviations		7.7 Given common abbreviations found in reading materials, the learner will identify abbreviations with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		7.8 Given common abbreviations found in reading materials, the learner will state the meanings of the abbreviations with 80 percent accuracy. 7.9 Given words from which common abbreviations can be made, the learner will write the abbreviations with 80 percent accuracy. 7.10 Given written assignments, the learner will write common abbreviations in sentences.
Sentence Meaning	8. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences Punctuation marks Capitalization Sentence development		8.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression. 8.2 Given sentences without punctuation marks, the learner will provide the punctuation marks with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		8.3 Given an opportunity for writing, the learner will write various types of sentences using punctuation marks and capitalization with 80 percent accuracy.
Paragraph development		8.4 Given a written assignment, the learner will develop a paragraph pertaining to a particular topic using at least two types of sentences.
Literal Level Comprehension	9. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		9.1 After reading several selections, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		9.2 After reading factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sequence		9.3 After reading material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated with 80 percent accuracy.
Directions		9.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		9.5 After reading material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		9.6 After reading material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		9.7 After reading material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Character feelings		9.8 After reading material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		9.9 After reading material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	10. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/ contrast		10.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.
Cause and effect		10.2 Given a reading selection, the learner will generate at least one reason for resultant actions and events.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Characterization		
feelings		10.3 Given a reading selection, the learner will generate at least one idea about character feelings.
motives		10.4 Given a reading selection, the learner will generate at least one idea about character motives.
traits		10.5 Given a reading selection, the learner will generate at least two personality traits for each main character.
Prediction of outcomes		10.6 Given a portion of a reading selection, the learner will generate at least one idea about what might happen during or by the end of the selection.
Sensory images		10.7 After viewing a picture, listening to or reading a story, the learner will describe a sensory image.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Main idea		10.8 After reading a selection, the learner will infer the main idea of the selection.
Critical Level Comprehension	11. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		11.1 After reading a selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary. 11.2 After reading a selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice. 11.3 After reading a selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

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FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Fact vs. opinion		11.4 After reading a selection, the learner will identify and label either two statements of fact or two statements of opinion with a justification for each choice.
STUDY SKILLS		
Location of Information	12. The learner will locate information on a given word or topic.	
Book parts		
table of contents		12.1 Given an elementary text, the learner will locate an assigned story, chapter, or unit in the table of contents.
index		12.2 Given an elementary text, the learner will locate an assigned topic in the index.
glossary		12.3 Given assigned words to locate in the glossary of an elementary text, the learner will locate each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Dictionary skills		
Word location		
alphabetizing guide words		12.4 Given an elementary dictionary and words to be located, the learner will use alphabetical order and guide words to locate the words with 80 percent accuracy.
Word differentiation		
pronunciation key diacritical markings phonetic spelling syllabication		12.5 Given unknown words to pronounce from an elementary text containing a glossary, the learner will pronounce the words utilizing a pronunciation key, diacritical markings, phonetic spelling, and syllabication with 80 percent accuracy.
definition in context		12.6 After using the dictionary to locate a particular word in a sentence, the learner will select the definition of the word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Dictionary supplements		12.7 Given tasks at an elementary level using dictionary supplements, the learner will use the supplementary sections of the dictionary to locate special information related to each task.
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues		12.8 Given tasks at an elementary level involving reference materials, the learner will identify at least one work of reference in which specific information can be found.
Library skills		
card catalogue		12.9 Given information about subject, title, or author, the learner will locate the information about the book in the card catalogue with 80 percent accuracy.
Reading Flexibility	13. The learner will demonstrate flexibility in reading.	

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Study techniques		
skimming scanning SQ3R and others study guides		13.1 After instruction on the common study techniques and given silent reading assignments, the learner will utilize one or more of these study techniques to enhance comprehension.
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Problem solving		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will use the material to provide alternatives for making his/her own personal adjustments.
Reading Affectivity	15. The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention.
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and/or asking questions related to the story. 15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material in the media center, library, or other source.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Valuing		15.4 After an oral or silent reading experience, the learner will give at least two personal reasons for liking and/or disliking the selection.
		15.5 Given an opportunity to read, the learner will express the value of the reading experience.
		15.6 Given alternative activities from which to choose, the learner chooses to read frequently.
Emotional reactions		15.7 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Enhancement of Reading	16. The learner will participate in reading enrichment activities.	
Dramatizations		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

FOURTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Choral reading		16.2 Given an opportunity for oral reading, the learner will demonstrate the use of language patterns and rhythms through choral reading.
Projects		16.3 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		16.4 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading furnishes our minds only with materials of knowledge;
it is thinking [that] makes what we read ours.

John Locke

MIDDLE CHILDHOOD EDUCATION

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the principles developed in previous levels.	
WORD RECOGNITION		
Sight Words	2. The learner will comprehend basic sight words.	
Basal		2.1 Given sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy. 2.2 Given selected sight words from the basal program, the learner will spell the words with 80 percent accuracy. 2.3 Given selected sight words from the basal program, the learner will, in written form, make sentences with each sight word.
Other sources		2.4 Given selected sight words from supplementary materials, the learner will pronounce the words at his/her level with 90 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		2.5 Given selected sight words from supplementary materials, the learner will, in written form, make sentences with each sight word.
Context Clues	3. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context Written context		3.1 Given phrases or sentences in written or oral form which contain words to be learned in context, the learner will define the meaning of each word.
Phonics		See Levels 1, 2, and 3.
Structural Analysis	4. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		4.1 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		4.2 Given sentence(s) which require the singular or plural form of the noun to be added, the learner will supply the singular or plural form(s) with 80 percent accuracy.
verb forms		4.3 Given instruction on verb forms, the learner will identify the present, past, past participle, and present participle forms of the verbs with 80 percent accuracy.
		4.4 Given oral assignments, the learner will demonstrate the ability to use proper verb forms.
		4.5 Given written assignments, the learner will demonstrate the ability to use proper verb forms.
comparatives		4.6 Given instruction on comparative endings, the learner will change an adjective to its comparative and superlative forms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Root words		4.7 Given words which contain root words, the learner will identify the root of each word with 80 percent accuracy.
Affixes		4.8 Given root words, the learner will identify changes in meaning which occur when prefixes are added to each root word with 80 percent accuracy.
		4.9 Given root words, the learner will identify changes in meaning which occur when suffixes are added to each root word with 80 percent accuracy.
Syllables		4.10 Given multisyllabic words, the learner will divide each word into syllables to aid in word pronunciation and spelling.
Contractions		4.11 Given written assignments, the learner will use common contractions with 80 percent accuracy.
Possessives		4.12 Given written assignments, the learner will use possessives with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Accents		4.13 Given multisyllabic words, the learner will discriminate the stressed syllable in the given words with 80 percent accuracy.
Hyphenation		4.14 Given a list of words, some of which can be hyphenated, the learner will supply a hyphen between word or word parts with 80 percent accuracy.
COMPREHENSION		
Word Meaning	5. The learner will demonstrate correct usage of vocabulary.	
Multiple meanings		5.1 Given words and/or sentences which have multiple meanings, the learner will determine the meanings of the words and/or sentences from context with 80 percent accuracy.
Descriptive words		5.2 Given a written assignment, the learner will use descriptive words.
Homographs		5.3 Given words in context that are spelled the same and have different meanings and pronunciation, the learner will explain the differences in meaning of the homographs with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Homophones		5.4 Given words in context that are pronounced alike but have different spellings and meanings, the learner will explain the differences in the meanings of each homophone with 80 percent accuracy.
Synonyms		5.5 Given a written assignment, the learner will use synonyms.
Antonyms		5.6 Given a written assignment, the learner will use antonyms.
Abbreviations		5.7 Given common abbreviations found in reading materials, the learner will identify each abbreviation.
		5.8 Given words from which common abbreviations can be made, the learner will write the abbreviations with 80 percent accuracy.
		5.9 Given written assignments, the learner will write common abbreviations in sentences with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Acronyms		5.10 Given words from which common acronyms can be formed, the learner will identify the initial letters or syllables of words which form acronyms with 80 percent accuracy. 5.11 Given common acronyms, the learner will identify the words from which the acronyms are created with 80 percent accuracy.
Sentence Meaning	6. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences Punctuation marks Capitalization Sentence development		6.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression. 6.2 Given sentences without punctuation marks, the learner will provide the punctuation marks with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		6.3 Given an opportunity for writing, the learner will write various types of sentences using punctuation marks and capitalization with 80 percent accuracy.
Paragraph development		6.4 Given a written assignment, the learner will develop a paragraph pertaining to a particular topic using at least two types of sentences.
		6.5 Given a written assignment in which the learner selects the topic, the learner will create a paragraph using at least two types of sentences.
Literal Level Comprehension	7. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		7.1 After reading several selections, the learner will state the main ideas of the selections explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Detail		7.2 After reading factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.
Sequence		7.3 After reading material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated with 80 percent accuracy.
Directions		7.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		7.5 After reading material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		7.6 After reading material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Character traits		7.7 After reading material which develops character traits, the learner will recall character traits explicitly stated in the material with 80 percent accuracy.
Character feelings		7.8 After reading material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		7.9 After reading material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	8. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/contrast		8.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Cause and effect		8.2 Given a reading selection, the learner will generate at least two ideas for resultant actions or events.
Characterization		
feelings		8.3 Given a reading selection, the learner will generate at least two ideas about character feelings.
motives		8.4 Given a reading selection, the learner will generate at least two ideas about character motives.
traits		8.5 Given a reading selection, the learner will generate at least two personality traits for each main character.
Prediction of outcomes		8.6 Given a portion of a reading selection, the learner will generate a minimum of one idea about what might happen during or by the end of the selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sensory images		8.7 After viewing a picture, listening to or reading a story, the learner will describe a sensory image.
Main idea		8.8 After reading a selection, the learner will infer the main idea of the selection with 80 percent accuracy.
Detail		8.9 After reading a selection, the learner will supply at least one additional detail not explicitly stated about a character, object, or event.
Sequence		8.10 After reading a selection, the learner will infer the order of events by identifying at least two ideas about the sequence.
Critical Level Comprehension	9. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		9.1 After reading a selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		9.2 After reading a selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.
		9.3 After reading a selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.
Value of Material		9.4 After reading a content area selection, the learner will judge the suitability of the selection for a particular purpose based on established criteria.
Fact vs. opinion		9.5 After reading a selection, the learner will identify and label either two statements of fact or two statements of opinion with a justification for each choice.
Relevant vs. irrelevant facts		9.6 Given a group of relevant and irrelevant sentences, the learner will select each sentence which is related to an identified topic.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
STUDY SKILLS		
Location of Information	10. The learner will locate information on a given word or topic.	
Book parts		
table of contents		10.1 Given an elementary text, the learner will locate an assigned story, chapter, or unit in the table of contents.
index		10.2 Given an elementary text, the learner will locate an assigned topic in the index.
glossary		10.3 Given assigned words to locate in the glossary of an elementary text, the learner will locate each word.
preface		10.4 After reading the preface in an elementary text, the learner will identify one purpose for which the text was written.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Dictionary skills		
word location alphabetizing guide words		10.5 Given an elementary dictionary and words to be located, the learner will use alphabetical order and guide words to locate the words with 80 percent accuracy.
word differentiation pronunciation key diacritical markings phonetic spelling syllabication		10.6 Given unknown words to pronounce from an elementary text containing a glossary, the learner will pronounce the words utilizing a pronunciation key, diacritical markings, phonetic spellings and syllabication.
definition in context		10.7 After using the dictionary to locate a particular word in a sentence, the learner will select the definition of the word with 80 percent accuracy.
word origins		10.8 Given an elementary dictionary and words to be located, the learner will ascertain the origin of each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
dictionary supplements		10.9 Given tasks at an elementary level using dictionary supplements, the learner will use the supplementary sections of the dictionary to locate special information related to each task.
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues		10.10 Given tasks at an elementary level involving reference materials, the learner will identify at least two works of reference in which specific information can be found.
Library skills		
card catalogue		10.11 Given information about subject, title, or author, the learner will locate the information about the book in the card catalogue with 80 percent accuracy. 10.12 Given an opportunity for self-selecting a book(s), the learner will use the subject, title, or author card(s) to locate each book.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reading Flexibility	11. The learner will demonstrate flexibility in reading.	
Study techniques		
skimming scanning SQ3R and others study guides		11.1 After instruction on the common study techniques and given silent reading assignments, the learner will utilize one or more of these study techniques to enhance comprehension.
Organization of Information	12. The learner will organize information from one or more sources.	
Outlining		12.1 Given main headings and subordinate topics from a content area source, the learner will order the material in outline form with 80 percent accuracy.
Note taking		12.2 Given information on a topic, the learner will take notes on the topic by writing down each main point of relevance.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Summarizing		12.3 Given a single paragraph, the learner will summarize the information by writing the concept and supporting details.
Paraphrasing		12.4 Given a single paragraph, the learner will rewrite the paragraph in his/her own words.
Graphic representations		12.5 Given a maximum of five significant events and dates, the learner will develop one chronological time frame using either a horizontal or vertical timeline.
Interpretation of Information	13. The learner will interpret information which has been located and organized.	
Utilization		13.1 After collecting and organizing information, the learner will apply the material to at least two different situations.
Translation		13.2 After collecting and organizing information, the learner will use the material to create one unique product (literary, artistic, or concrete).

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
Problem solving		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will use the material to provide alternatives for making his/her own personal adjustments.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reading Affectivity	15.0 The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention for 25 minutes.
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and/or asking at least two questions related to the story.
		15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material in the media center, library, or other source.
Valuing		15.4 Given an opportunity to read, the learner will express the value of the reading experience.
		15.5 Given alternative activities from which to choose, the learner chooses to read frequently.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		15.6 Given an opportunity to read, the learner will exhibit some dependency upon reading for recreation and information.
Emotional reactions		15.7 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Organization		15.8 Given opportunities for reading, the learner will modify his/her behavior through reading.
Enhancement of Reading	16. The learner will participate in reading enrichment activities.	
Dramatizations		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.
Projects		16.2 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.

Teaching Strategies	Media/Resources	Evaluation Techniques

FIFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Creative writing		16.3 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading is a continuous conversion ...
The real question is what changes will be made
in you as a result of really reading a book.

Leon Stein

MIDDLE CHILDHOOD EDUCATION

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the principles developed in previous levels.	
WORD RECOGNITION		
Sight Words	2. The learner will comprehend basic sight words.	
Basal		2.1 Given sight words in the basal program, the learner will pronounce the words at his/her level with 90 percent accuracy.
		2.2 Given selected sight words from the basal program, the learner will spell the words with 80 percent accuracy.
		2.3 Given selected sight words from the basal program, the learner will, in written form, make sentences using each sight word.
Other sources		2.4 Given selected sight words from supplementary materials, the learner will pronounce the words at his/her level with 90 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		2.5 Given selected sight words from supplementary materials, the learner will, in written form, make sentences using each sight word.
Context Clues	3. The learner will apply context clues to derive the meaning of a word(s) used in a phrase or sentence.	
Oral context Written context		3.1 Given phrases or sentences in written or oral form which contain words to be learned in context, the learner will define the meaning of each word.
Structural Analysis	4. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		4.1 Given singular nouns, the learner will change the singular form of each noun to its plural form with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		4.2 Given sentence(s) which require the singular or plural form of the noun to be added, the learner will supply the singular or plural form(s) with 80 percent accuracy.
verb forms		4.3 Given instruction on verb forms, the learner will identify the present, past, past participle, and present participle forms of the verbs with 80 percent accuracy.
		4.4 Given oral assignments, the learner will demonstrate the ability to use proper verb forms.
		4.5 Given written assignments, the learner will demonstrate the ability to use proper verb forms with 80 percent accuracy.
comparatives		4.6 Given instruction on comparative endings, the learner will change an adjective to its comparative and superlative forms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Root words		4.7 Given words which contain root words, the learner will identify the root of each with 80 percent accuracy.
Affixes		4.8 Given root words, the learner will identify changes in meaning which occur when prefixes are added to each root word with 80 percent accuracy.
		4.9 Given root words, the learner will identify changes in meaning which occur when suffixes are added to each root word with 80 percent accuracy.
Syllables		4.10 Given multisyllabic words, the learner will divide each word into syllables to aid in word pronunciation and spelling.
Contractions		4.11 Given written assignments, the learner will use common contractions with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Possessives		4.12 Given written assignments, the learner will use possessives with 80 percent accuracy.
Accents		4.13 Given multisyllabic words, the learner will discriminate the stressed syllable in the given words with 80 percent accuracy.
Hyphenation		4.14 Given a list of words, some of which can be hyphenated, the learner will supply a hyphen between word or word parts with 80 percent accuracy. 4.15 Given a written assignment, the learner will use hyphenation with 80 percent accuracy.
COMPREHENSION		
Word Meaning	5. The learner will demonstrate correct usage of vocabulary.	
Multiple meanings		5.1 Given words and/or sentences which have multiple meanings, the learner will determine the meanings of the words and/or sentences from context with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Descriptive words		5.2 Given a written assignment, the learner will use descriptive words.
Homographs		5.3 Given words in context that are spelled the same and have different meanings and pronunciation, the learner will explain the differences in meaning of the homographs with 80 percent accuracy.
Homophones		5.4 Given words in context that are pronounced alike but have different spellings and meanings, the learner will explain the differences in the meanings of each homophone with 80 percent accuracy.
Synonyms		5.5 Given a written assignment, the learner will use synonyms.
Antonyms		5.6 Given a written assignment, the learner will use antonyms.
Abbreviations		5.7 Given common abbreviations found in reading materials, the learner will identify each abbreviation.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		5.8 Given words from which common abbreviations can be made, the learner will write the abbreviations with 80 percent accuracy.
		5.9 Given a written assignment, the learner will use common abbreviations in sentences with 80 percent accuracy.
Acronyms		5.10 Given words from which common acronyms can be formed, the learner will identify the initial letters or syllables of words which form acronyms with 80 percent accuracy.
		5.11 Given common acronyms, the learner will identify the words from which the acronyms are created with 80 percent accuracy.
Sentence Meaning	6. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences		6.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Exclamatory sentences Punctuation marks Capitalization Sentence development		6.2 Given a written assignment, the learner will write various types of sentences using punctuation marks and capitalization with 80 percent accuracy.
Paragraph development		6.3 Given a written assignment, the learner will develop a paragraph pertaining to a particular topic using at least two types of sentences.
		6.4 Given a written assignment in which the learner selects the topic, the learner will create a paragraph using at least two types of sentences.
Literal Level Comprehension	7. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		7.1 After reading several selections, the learner will state the main ideas of the selections explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Detail		7.2 After reading specific factual material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.
Sequence		7.3 After reading specific material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated with 80 percent accuracy.
Directions		7.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		7.5 After reading material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		7.6 After reading material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Character traits		7.7 After reading material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.
Character feelings		7.8 After reading material which develops feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		7.9 After reading material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	8. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/contrast		8.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Cause and effect		8.2 Given a reading selection, the learner will generate at least three ideas for resultant actions and events.
Characterization		
feelings		8.3 Given a reading selection, the learner will generate at least two reasons about character feelings.
motives		8.4 Given a reading selection, the learner will generate at least three ideas about character motives.
traits		8.5 Given a reading selection, the learner will generate at least three personality traits for each main character.
Prediction of outcomes		8.6 Given a portion of a reading selection, the learner will generate at least two ideas about what might might happen during or by the end of the selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Sensory images		8.7 After listening to or reading a story, the learner will describe a sensory image.
Main idea		8.8 After reading a selection, the learner will infer the main idea of the selection with 80 percent accuracy.
Detail		8.9 After reading a selection, the learner will infer the order of events by identifying at least one additional idea about the sequence.
Sequence		8.10 After reading a selection, the learner will supply at least one additional detail not explicitly stated about a character, object, or event.
Critical Level Comprehension	9. The learner will form judgments about the content of the reading selection.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Reality vs. fantasy		9.1 After reading a selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary. 9.2 After reading a selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice. 9.3 After reading a selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.
Value of material		9.4 After reading a content area selection, the learner will judge the suitability of the selection for a particular purpose based on established criteria.
Fact vs. opinion		9.5 After reading a selection, the learner will identify and label either two statements of fact or two statements of opinion with a justification for each choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Relevant vs. irrelevant facts		9.6 Given a group of relevant and irrelevant sentences, the learner will select each sentence which is related to an identified topic.
STUDY SKILLS		
Location of Information	10. The learner will locate information on a given word or topic.	
Book parts		
table of contents		10.1 Given an elementary text, the learner will locate an assigned story, chapter, or unit in the table of contents.
index		10.2 Given an elementary text, the learner will locate an assigned topic in the index.
glossary		10.3 Given assigned words to locate in the glossary of an elementary text, the learner will locate each word.
preface		10.4 After reading the preface in an elementary text, the learner will identify one purpose for which the text was written.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Dictionary skills		
word location alphabetizing guide words		10.5 Given a dictionary and words to be located, the learner will use alphabetical order and guide words to locate the words with 80 percent accuracy.
word differentiation pronunciation key diacritical markings phonetic spelling syllabication		10.6 Given unknown words to pronounce from an elementary text containing a glossary, the learner will pronounce the words utilizing a pronunciation key, diacritical markings, phonetic spelling, and syllabication.
definition in context		10.7 After using the dictionary to locate a particular word in a sentence, the learner will select the definition of the word.
word origins		10.8 Given an elementary dictionary and and words to be located, the learner will ascertain the origin of each word.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
dictionary supplements		10.9 Given tasks at an elementary level using dictionary supplements, the learner will use the supplementary sections of the dictionary to locate special information related to each task.
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues almanac thesaurus		10.10 Given tasks at an elementary level involving reference materials, the learner will identify at least one work of reference in which specific information can be found.
Library skills		
card catalogue		10.11 Given an opportunity for self-selecting a book(s), the learner will use the subject, title, or author card(s) to locate each book.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reading Flexibility	11. The learner will demonstrate flexibility in reading.	
Study techniques skimming scanning SQ3R and others study guides		11.1 After instruction on the common study techniques and given silent reading assignments, the learner will use one or more of these study techniques to enhance comprehension.
Organization of Information	12. The learner will organize information from one or more sources.	
Outlining		12.1 Given main headings and subordinate topics from a content area source, the learner will order the material in outline form with 80 percent accuracy.
Note taking		12.2 Given information on a topic, the learner will take notes on the topic by writing down each main point of relevance.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Summarizing		12.3 Given a single paragraph, the learner will summarize the information by writing the main idea and supporting details.
Paraphrasing		12.4 Given a single paragraph, the learner will rewrite the paragraph in his/her own words.
Graphic representations		12.5 Given a maximum of five significant events and dates, the learner will develop one chronological time frame utilizing either a horizontal or vertical timeline.
Interpretation of Information	13. The learner will interpret information which has been located and organized.	
Utilization		13.1 After collecting and organizing information, the learner will apply the material to at least two different situations.
Translation		13.2 After collecting and organizing information, the learner will utilize the material to create one unique product (literary, artistic, or concrete).

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
Problem Solving		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will use the material to provide alternatives for making his/her own personal adjustments.

Teaching Strategies	Media/Resources	Evaluation Techniques

SIXTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reading Affectivity	15. The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention for 25 minutes.
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and asking at least two questions related to the story.
		15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material from a media center, library, or other source.
Valuing		15.4 Given opportunities to read, the learner will express the value of the reading experience.
		15.5 Given alternative activities from which to choose, the learner chooses to read frequently.
		15.6 Given an opportunity to read, the learner will exhibit some dependency upon reading for recreation and information.

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Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Emotional reactions		15.7 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Organization		15.8 Given opportunities for reading, the learner will modify his/her behavior through reading.
Enhancement of Reading	16. The learner will participate in reading enrichment activities.	
Dramatizations		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.
Projects		16.2 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		16.3 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

The work of the alert mind is demanding, and under ideal conditions produces finally a sort of ectasy. This gives the experience of reading a sublimity and power unequaled by any other form of communication.

Edward B. White

MIDDLE CHILDHOOD EDUCATION

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the principles developed in previous levels.	
WORD RECOGNITION		
Sight Words/ Vocabulary	2. The learner will comprehend vocabulary words.	
Other sources		2.1 Given selected vocabulary words from subject matter content, the learner will pronounce the words at his/her level with 90 percent accuracy.
		2.2 Given selected vocabulary words from subject matter content, the learner will spell the words with 80 percent accuracy.
		2.3 Given selected vocabulary words from subject matter content, the learner will, in written form, make sentences using each vocabulary word.
Context Clues	3. The learner will apply context clues to derive the meaning of a word(s) in a phrase or sentence.	

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Oral context Written context		3.1 Given phrases or sentences in written or oral form which contain words to be learned in context, the learner will define the meaning of each word.
Structural Analysis	4. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		4.1 Given sentence(s) which require the use of a singular or plural form of a noun to be added, the learner will supply the singular or plural form(s) which completes the sentence with 80 percent accuracy.
		4.2 Given written assignments, the learner will use singular and plural forms of nouns with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
verb forms		4.3 Given instruction on verb forms, the learner will identify the present, past, past participle, and present participle forms with 80 percent accuracy.
		4.4 Given oral assignments, the learner will demonstrate the ability to use proper verb forms.
		4.5 Given written assignments, the learner will demonstrate the ability to use proper verb forms with 80 percent accuracy.
comparatives		4.6 Given instruction on comparative forms, the learner will change an adjective to its comparative and superlative forms with 80 percent accuracy.
Root words		4.7 Given words which contain root words, the learner will identify the root of each word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Affixes		4.8 Given root words, the learner will identify changes in meaning which occur when prefixes are added to the root words with 80 percent accuracy. 4.9 Given root words, the learner will identify changes in meaning which occur when suffixes are added to the root words with 80 percent accuracy.
Syllables		4.10 Given multisyllabic words, the learner will divide each word into syllables to aid in word pronunciation and spelling.
Contractions		4.11 Given written assignments, the learner will use common contractions.
Possessives		4.12 Given a written assignment, the learner will use possessives with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Accents		4.13 Given multisyllabic words, the learner will discriminate the primary accent in the given words with 80 percent accuracy.
Hyphenation		4.14 Given written assignments, the learner will use hyphenation with 80 percent accuracy.
COMPREHENSION		
Word Meaning	5. The learner will demonstrate correct usage of vocabulary.	
Multiple meaning		5.1 Given words and/or sentences from a specific content text, the learner will determine the meanings of the words and/or sentences from context with 80 percent accuracy.
Descriptive words		5.2 Given a written assignment, the learner will use descriptive words.
Homographs Homophones Synonyms Antonyms		5.3 Given a written assignment, the learner will use homographs, homophones, synonyms, and antonyms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Abbreviations		5.4 Given written assignments, the learner will use common abbreviations.
Acronyms		5.5 Given words from which common acronyms can be formed, the learner will identify the initial letters or syllables of words which form acronyms with 80 percent accuracy. 5.6 Given common acronyms, the learner will identify the words from which the acronyms are created with 80 percent accuracy.
Sentence Meaning	6. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences Exclamatory sentences Punctuation marks Capitalization Sentence development		6.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression. 6.2 Given a writing assignment, the learner will write various types of sentences using punctuation marks and capitalization with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Paragraph development		6.3 Given a written assignment, the learner will develop a paragraph pertaining to a particular topic using at least two types of sentences. 6.4 Given a written assignment in which the learner selects the topic, the learner will create a paragraph using at least two types of sentences.
Literal Level Comprehension	7. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		7.1 After reading specific content materials, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		7.2 After reading specific factual content material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Sequence		7.3 After reading specific content material which contains a clear sequence of events, the learner will state the exact order of major events explicitly stated in the material.
Directions		7.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		7.5 After reading specific content material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		7.6 After reading specific content material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		7.7 After reading specific content material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Character feelings		7.8 After reading specific content material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		7.9 After reading specific content material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	8. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/contrast		8.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate likenesses and differences in the selection with 80 percent accuracy.
Cause and effect		8.2 Given a content selection, the learner will generate at least three ideas for resultant actions and events.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Characterization		
feelings		8.3 Given a content selection, the learner will generate at least three ideas about character feelings.
motives		8.4 Given a content selection, the learner will generate at least three ideas about character motives.
traits		8.5 Given a content selection, the learner will generate at least three personality traits for each main character.
Prediction of outcomes		8.6 Given a portion of a content selection, the learner will generate at least three alternate ideas about what might happen during or by the end of the selection.
Sensory images		8.7 After reading a content selection, the learner will describe a sensory image.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Main idea		8.8 After reading a content selection, the learner will infer the main idea of the selection.
Detail		8.9 After reading a content selection, the learner will infer at least one additional detail not explicitly stated about a character, object, or event.
Sequence		8.10 After reading a content selection, the learner will infer the order of events by generating at least two ideas about the sequence.
Critical Level Comprehension	9. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		9.1 After reading a content selection, the learner will describe at least two characteristics which indicate whether each character is real or imaginary.
		9.2 After reading a content selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		9.3 After reading a content selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.
Value of material		9.4 After reading a content selection, the learner will judge the suitability of the selection for a particular purpose based on established criteria.
Fact vs. opinion		9.5 After reading a content selection, the learner will identify and label either two statements of fact or two statements of opinion with a justification for each choice.
Relevant vs. irrelevant facts		9.6 Given a paragraph containing information relevant or irrelevant to a topic, the learner will identify the irrelevant information with at least one reason for each choice.
STUDY SKILLS		
Location of Information	10. The learner will locate information on a given word or topic.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Book parts		
table of contents		10.1 Given a content area text, the learner will locate an assigned story, chapter, or unit in the table of contents.
index		10.2 Given a content area text, the learner will locate an assigned topic in the index.
glossary		10.3 Given assigned words to locate in the glossary of a content area text, the learner will locate each word.
preface		10.4 After reading the preface in a content area text, the learner will identify one purpose for which the text was written.
Dictionary skills		
word location alphabetizing guide words		10.5 Given a dictionary and words to be located, the learner will use alphabetical order and guide words to locate the words.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
word differentiation pronunciation key diacritical markings phonetic spelling syllabication		10.6 Given unknown words from a content area text containing a glossary, the learner will pronounce each word utilizing a pronunciation key, diacritical markings, phonetic spelling, and syllabication.
definition in context		10.7 After using the dictionary to locate a word used in a sentence, the learner will select the definition of the word with 80 percent accuracy.
word origins		10.8 Given a dictionary and words to be located, the learner will ascertain the origin of each word.
dictionary supplements		10.9 Given tasks using dictionary supplements, the learner will use the supplementary sections of the dictionary to locate special information related to each task.

Teaching Strategies	Media/Resources	Evaluation Techniques

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SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues almanac thesaurus		10.10 Given tasks which require the use of various types of reference materials, the learner will use at least three different sources to locate specific information to complete each task.
Library skills		
card catalogue		10.11 Given an opportunity for self-selecting a book(s), the learner will use the subject, title, or author card(s) to locate each book.
Reading Flexibility	11. The learner will demonstrate flexibility in reading.	
Study techniques		
skimming scanning SQ3R and others		11.1 After instruction on the common study techniques and given silent reading assignments, the learner will use one or more of these study techniques to enhance comprehension.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Organization of Information	12. The learner will organize information from one or more sources.	
Outlining		12.1 Given main headings and subordinate topics from a content area source, the learner will order the material in outline form with 80 percent accuracy.
		12.2 Given paragraphs from a content area text, the learner will order each main idea with its subordinate details in outline form.
Note taking		12.3 Given information on a topic, the learner will take notes on the topic by writing down each main point of relevance.
Summarizing		12.4 Given a paragraph(s) from a content selection, the learner will summarize the information by writing the main idea(s) and supporting details.
Paraphrasing		12.5 Given a paragraph(s) from a content selection, the learner will rewrite the paragraph(s) in his/her own words.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Graphic representations		12.6 Given a maximum of ten significant events and dates, the learner will develop one chronological time frame using either a horizontal or vertical timeline.
		12.7 Given expository information, the learner will summarize the material through use of charts and graphs.
Interpretation of Information	13. The learner will interpret information which has been located and organized.	
Utilization		13.1 After collecting and organizing information, the learner will apply the material to at least two different situations.
Translation		13.2 After collecting and organizing information, the learner will use the information to create one unique product (literary, artistic, or concrete).
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
Problem solving		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will use the material to provide alternatives for making his/her own personal adjustments.
Reading Affectivity	15. The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention for 25 minutes.

Teaching Strategies	Media/Resources	Evaluation Techniques

SEVENTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and asking at least two questions related to the story.
		15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material from a media center, library, or other source.
Valuing		15.4 Given opportunities to read, the learner will express the value of the reading experience.
		15.5 Given alternative activities from which to choose, the learner chooses to read frequently.
Emotional reactions		15.6 Given an opportunity to read, the learner will communicate an emotional response characteristic his/her age.
		15.7 Given an opportunity to read, the learner will exhibit some dependency upon reading for recreation and information.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Organization		15.8 Given opportunities for reading, the learner will modify his/her behavior through reading.
Enhancement of Reading	16. The learner will participate in reading enrichment activities.	
Dramatizations		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.
Projects		16.2 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		16.3 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading is uniquely individual and flexible. With no other form of mass communication can a person control the content and rate of presentation of the material.

Albert J. Harris and
Edward R. Sipay

MIDDLE CHILDHOOD EDUCATION

EIGHTH LEVEL

MIDDLE CHILDHOOD EDUCATION - EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the principles developed in previous levels.	
WORD RECOGNITION		
Sight Words/ Vocabulary	2. The learner will comprehend vocabulary words.	
Other sources		2.1 Given selected vocabulary words from subject matter content, the learner will pronounce the words at his/her level with 90 percent accuracy. 2.2 Given selected vocabulary words from subject matter content, the learner will spell the words with 80 percent accuracy. 2.3 Given selected vocabulary words from subject matter content, the learner will, in written form, make sentences using each vocabulary word.
Context Clues	3. The learner will apply context clues to derive the meaning of a word(s) in a phrase or sentence.	

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Oral context Written context		3.1 Given phrases or sentences in written or oral form which contain words to be learned in context, the learner will define the meaning of each word.
Structural Analysis	4. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		4.1 Given sentence(s) which require the use of a singular or plural form of a noun to be added, the learner will supply the singular or plural form(s) which completes the sentence with 80 percent accuracy.
		4.2 Given written assignments, the learner will use singular and plural forms of nouns with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
verb forms		4.3 Given instruction on verb forms, the learner will identify the present, past, past participle, and present participle forms with 80 percent accuracy. 4.4 Given oral assignments, the learner will demonstrate the ability to use proper verb forms. 4.5 Given written assignments, the learner will demonstrate the ability to use proper verb forms with 80 percent accuracy.
comparatives		4.6 Given instruction on comparative forms, the learner will change an adjective to its comparative and superlative forms with 80 percent accuracy.
Root words		4.7 Given words which contain root words, the learner will identify the root of each word with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Affixes		4.8 Given root words, the learner will identify changes in meaning which occur when prefixes are added to the root words with 80 percent accuracy. 4.9 Given root words, the learner will identify changes in meaning which occur when suffixes are added to the root words with 80 percent accuracy.
Syllables		4.10 Given multisyllabic words, the learner will divide each word into syllables to aid in word pronunciation and spelling.
Contractions		4.11 Given written assignments, the learner will use contractions.
Possessives		4.12 Given written assignments, the learner will use possessives with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Accents		4.13 Given multisyllabic words, the learner will discriminate the primary accent in the given words with 80 percent accuracy.
Hyphenation		4.14 Given written assignments, the learner will use hyphenation with 80 percent accuracy.
COMPREHENSION		
Word Meaning	5. The learner will demonstrate correct usage of vocabulary.	
Multiple meaning		5.1 Given words and/or sentences from a specific content area text, the learner will determine the meanings of the words and/or sentences in context with 80 percent accuracy.
Descriptive words		5.2 Given a written assignment, the learner will use descriptive words.
Homographs Homophones Synonyms Antonyms		5.3 Given a written assignment, the learner will use homographs, homophones, synonyms, and antonyms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Abbreviations		5.4 Given written assignments, the learner will use common abbreviations.
Acronyms		5.5 Given words from which common acronyms can be formed, the learner will identify the initial letters or syllables of words which form acronyms with 80 percent accuracy.
		5.6 Given common acronyms, the learner will identify the words from which the acronyms are created with 80 percent accuracy.
Sentence Meaning	6. The learner will utilize the basic types of sentences to develop paragraphs.	
		6.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression.
Declarative sentences Interrogative sentences Imperative sentences		6.2 Given a writing assignment, the learner will write various types of sentences using punctuation marks and capitalization with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Exclamatory sentences Punctuation marks Capitalization Sentence development		
Paragraph development		6.3 Given a written assignment, the learner will develop a paragraph pertaining to a particular topic using at least two types of sentences. 6.4 Given a written assignment in which the learner selects the topic, the learner will create a paragraph using at least two types of sentences.
Literal Level Comprehension	7. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	
Main idea		7.1 After reading specific content selections, the learner will state the main ideas explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Detail		7.2 After reading specific factual content material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.
Sequence		7.3 After reading specific content material which contains a clear sequence of events, the learner will state the exact order of major events explicitly stated in the material.
Directions		7.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		7.5 After reading specific content material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.
Cause and effect		7.6 After reading specific content material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		7.7 After reading specific content material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Character feelings		7.8 After reading specific content material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		7.9 After reading specific content material which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	8. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	
Comparison/contrast		8.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the selection with 80 percent accuracy.
Cause and effect		8.2 Given a content selection, the learner will generate at least three ideas for resultant actions and events.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Characterization		
feelings		8.3 Given a content selection, the learner will generate at least three ideas about character feelings.
motives		8.4 Given a content selection, the learner will generate at least three ideas about character motives.
traits		8.5 Given a content selection, the learner will generate at least three personality traits for each main character.
Prediction of outcomes		8.6 Given a portion of a literary selection, the learner will generate at least three alternate ideas about what might happen during or by the end of the selection.
Sensory images		8.7 After reading a literary selection, the learner will describe a sensory image not explicit in the selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Main idea		8.8 After reading a content selection, the learner will infer the main idea of the selection.
Detail		8.9 After reading a content selection, the learner will infer at least one additional detail not explicitly stated about a character, object, or event.
Sequence		8.10 After reading a content selection, the learner will infer the order of events by identifying at least two ideas about the sequence.
Figurative language		8.11 After reading a literary selection, the learner will identify figures of speech (similes, metaphors, etc.) with 80 percent accuracy.
		8.12 After reading a literary selection, the learner will interpret figures of speech (similes, metaphors, etc.) which generate concepts, feelings, or moods with 80 percent accuracy.
Critical Level Comprehension	9. The learner will form judgments about the content of the reading selection.	

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Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Reality vs. fantasy		9.1 After reading a content selection, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary.
		9.2 After reading a content selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.
		9.3 After reading a content selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for the choice.
Value of material		9.4 After reading a content selection, the learner will judge the suitability of the selection for a particular purpose based on established criteria.
Fact vs. opinion		9.5 After reading a content selection, the learner will identify and label either two statements of fact or two statements of opinion with a justification for each choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Relevant vs. irrelevant facts		9.6 Given a paragraph containing information relevant or irrelevant to a topic, the learner will identify the irrelevant information with at least one reason for each choice.
Propaganda		9.7 Given advertisements or statements which contain propaganda, the learner will identify indoctrination techniques with 80 percent accuracy.
		9.8 Given an advertisement which contains propaganda, the learner will give at least one reason explaining why there is a distortion of fact.
STUDY SKILLS		
Location of Information	10. The learner will locate information on a given word or topic.	
Book parts		
table of contents		10.1 Given a content area text, the learner will locate an assigned story, chapter, or unit in the table of contents.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
index		10.2 Given a content area text, the learner will locate an assigned topic in the index.
glossary		10.3 Given assigned words to locate in the glossary of a content area text, the learner will locate each word.
preface		10.4 After reading the preface in a content area text, the learner will identify one purpose for which the text was written.
appendix		10.5 Given a content area text containing an appendix, the learner will locate information in the appendix with 80 percent accuracy.
Dictionary skills		
word location alphabetizing guide words		10.6 Given a dictionary and words to be located, the learner will use aphabetical order and guide words to locate the words.
word differentiation pronunciation key diacritical markings		10.7 Given unknown words from a content text containing a glossary, the learner will pronounce each word correctly utilizing a pronunciation key, diacritical markings, phonetic spelling, and syllabication.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
phonetic spelling		
syllabication		
definition in context		10.8 After using the dictionary to locate a word in a sentence, the learner will select the definition of the word with 80 percent accuracy.
word origins		10.9 Given a dictionary and words to be located, the learner will ascertain the origin of each word.
dictionary supplements		10.10 Given tasks using dictionary supplements, the learner will use the supplementary sections of the dictionary to locate special information related to each task.
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues		10.11 Given tasks which require the use of various types of reference materials, the learner will use at least three different sources to locate specific information to complete each task.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
almanac thesaurus		
Library skills		
card catalogue		10.12 Given an opportunity for self-selecting a book(s), the learner will use the subject, title, or author card(s) to locate each book.
Reading Flexibility	11. The learner will demonstrate flexibility in reading.	
Study techniques		
skimming scanning SQ3R and others		11.1 After instruction on the common study techniques and given silent reading assignments, the learner will use one or more of these study techniques to enhance comprehension.
Organization of Information	12. The learner will organize information from one or more sources.	
Outlining		12.1 Given main headings and subordinate topics from a content area source, the learner will order the material in outline form with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		12.2 Given paragraphs from a content area text, the learner will order each main idea with its subordinate details in outline form.
Note taking		12.3 Given information on a topic, the learner will take notes on the topic by writing down each main point of relevance.
Summarizing		12.4 Given a paragraph(s) from a content selection, the learner will summarize the information by writing the main idea(s) and supporting details.
Paraphrasing		12.5 Given a paragraph(s) from a content selection, the learner will rewrite the paragraph(s) in his/her own words.
Graphic representations		12.6 Given a maximum of ten significant events and dates, the learner will develop one chronological time frame using either a horizontal or vertical timeline.
		12.7 Given expository information, the learner will summarize the material through use of charts and graphs.

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Interpretation of Information	13. The learner will interpret information which has been located and organized.	
Utilization		13.1 After collecting and organizing information, the learner will apply the material to at least two different situations.
Translation		13.2 After collecting and organizing information, the learner will use the information to create one unique product (literary, artistic, or concrete)
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select materials on different subjects.
Problem solving		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will suggest two plausible alternative actions for problem solution.
Reading Affectivity	15. The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and display controlled attention for 25 minutes.
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and asking at least two questions related to the story.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material from a media center, library, or other source.
Valuing		15.4 Given opportunities to read, the learner will express the value of the reading experience.
		15.5 Given alternative activities from which to choose, the learner chooses to read frequently.
		15.6 Given an opportunity to read, the learner will exhibit some dependency upon reading for recreation and information.
Emotional reactions		15.7 Given an opportunity to read, the learner will communicate an emotional response characteristic of his/her age.
Organization		15.8 Given opportunities for reading, the learner will modify his/her behavior through reading.
Enhancement of Reading	16. The learner will participate in reading enrichment activities.	

Teaching Strategies	Media/Resources	Evaluation Techniques

EIGHTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
Dramatizations		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.
Projects		16.2 Given an opportunity for reading enhancement, the learner will, with teacher guidance, develop and complete unique tasks relative to a reading experience, based upon pre-established teacher criteria.
Creative writing		16.3 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.

Teaching Strategies	Media/Resources	Evaluation Techniques

Reading is ... a way of learning, changing, and developing. Reading can enrich and ennoble; it can also delude and debase. The act of reading is itself neutral, but the ideas and feelings aroused while reading become part of the person's total background of experience; they become integrated with the traces of all related previous experiences. Reading allows individuals to learn from the experience of others and permits human knowledge to become cumulative.

Albert J. Harris and
Edward R. Sipay

ADOLESCENT EDUCATION

NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
	1. The learner will apply and extend the principles developed in previous levels.	
WORD RECOGNITION Sight Words/ Vocabulary	2. The learner will apply vocabulary words to subject matter content.	
Other sources		2.1 Given selected vocabulary words from subject matter content, the learner will pronounce the words at his/her level with 90 percent accuracy.
		2.2 Given selected vocabulary words from subject matter content, the learner will spell the words with 80 percent accuracy.
		2.3 Given selected vocabulary words from subject matter content, the learner will incorporate these words in written assignments.
Context Clues	3. The learner will apply context clues to derive the meaning of a word(s) in a phrase or sentence.	

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Oral context Written Context		3.1 Given phrases or sentences in a specific content area which contain words to be learned in context, the learner will define the meaning of each word.
Structural Analysis	4. The learner will apply the concept of structural analysis at the instructional level in order to decode words.	
Inflectional endings		
plurals		4.1 Given written assignments, the learner will use singular and plural forms of nouns with 80 percent accuracy.
verb forms		4.2 Given oral assignments, the learner will use proper verb forms.
		4.3 Given written assignments, the learner will use verb forms with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
comparatives		4.4 Given an oral assignment, the learner will use comparative and superlative forms with 80 percent accuracy. 4.5 Given a written assignment, the learner will use comparative and superlative forms with 80 percent accuracy.
Root words Affixes		4.6 Given root words and affixes, the learner will identify changes in word meaning with 80 percent accuracy.
Syllables		4.7 Given multisyllabic words, the learner will divide each word into syllables to aid in word pronunciation and spelling.
Contractions		4.8 Given written assignments, the learner will use contractions.
Possessives		4.9 Given written assignments, the learner will use possessives.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Accents		4.10 Given multisyllabic words, the learner will discriminate the primary accent in the given words as an aid in pronunciation with 80 percent accuracy.
Hyphenation		4.11 Given written assignments, the learner will use hyphenation with 80 percent accuracy.
COMPREHENSION		
Word Meaning	5. The learner will demonstrate correct usage of vocabulary.	
Multiple meaning		5.1 Given words and/or sentences from a specific content area, the learner will determine the meanings of words and/or sentences from context with 80 percent accuracy.
Descriptive words		5.2 Given a written assignment, the learner will use descriptive words.
Homographs Homophones Synonyms Antonyms		5.3 Given a written assignment, the learner will use homographs, homophones, synonyms, and antonyms.
Abbreviations		5.4 Given written assignments, the learner will use common abbreviations.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Acronyms		5.4 Given common acronyms, the learner will ascertain the meaning of the acronyms with 80 percent accuracy.
Sentence Meaning	6. The learner will utilize the basic types of sentences to develop paragraphs.	
Declarative sentences Interrogative sentences Imperative sentences		6.1 Given oral reading assignments, the learner will demonstrate knowledge of punctuation marks by reading various types of sentences with oral expression.
Exclamatory sentences Punctuation marks Capitalization Sentence development		6.2 Given a writing assignment, the learner will use various types of punctuation marks and capitalization with 80 percent accuracy.
Paragraph development		6.3 Given paragraph(s), the learner will identify the topic sentence and supporting details with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
		6.4 Given a specific topic, the learner will develop a paragraph using at least two types of sentences. 6.5 Given a written assignment in which the learner selects the topic, the learner will create a paragraph using at least two types of sentences. 6.6 Utilizing a knowledge of sentence and paragraph development, the learner will develop a theme around one central topic. 6.7 Utilizing a knowledge of sentence and paragraph development, the learner will create a short story around one central topic. 6.8 Utilizing a knowledge of study skills, and sentence and paragraph development, the learner will create a research paper developed around a central topic.
Literal Level Comprehension	7. The learner will use literal level comprehension skills to recall ideas, information, and happenings that are explicitly stated in the material.	

Teaching Strategies	Media/Resources	Evaluation Techniques

NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
Main idea		7.1 After reading several specific content materials, the learner will state the main ideas explicitly stated with 80 percent accuracy.
Detail		7.2 After reading specific factual content material, the learner will recall the specific facts explicitly stated with 80 percent accuracy.
Sequence		7.3 After reading specific content material containing a clear sequence of events, the learner will state the exact order of major events explicitly stated with 80 percent accuracy.
Directions		7.4 Given written and/or oral directions for a specified task, the learner will follow the directions.
Comparison/ contrast		7.5 After reading specific content material, the learner will identify likenesses and differences explicitly stated with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

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NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
Cause and effect		7.6 After reading specific content material including actions or events, the learner will recall the reasons for specific actions or events explicitly stated with 80 percent accuracy.
Character traits		7.7 After reading specific content material which develops character traits, the learner will recall character traits explicitly stated with 80 percent accuracy.
Character feelings		7.8 After reading specific content material which develops character feelings, the learner will recall character feelings explicitly stated with 80 percent accuracy.
Character motives		7.9 After reading specific content materials which indicates character motives, the learner will recall character motives explicitly stated with 80 percent accuracy.
Interpretive Level Comprehension	8. The learner will apply interpretive level comprehension skills to generate ideas and/or hypotheses about the content.	

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Comparison/ contrast		8.1 Given guided oral questioning by the teacher about a reading selection, the learner will generate ideas about likenesses and differences in the content selection with 80 percent accuracy.
Cause and effect		8.2 After reading a content selection, the learner will generate at least three ideas for resultant actions and events.
Characterization		
feelings		8.3 After reading a content selection, the learner will generate at least three ideas about character feelings.
motives		8.4 After reading a content selection, the learner will generate at least three ideas about character motives.
traits		8.5 After reading a content selection, the learner will generate at least three personality traits for each main character.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Prediction of outcomes		8.6 After reading a portion of a content selection, the learner will generate at least three alternate ideas about what might happen during or by the end of the story.
Sensory images		8.7 After reading a portion of a content selection, the learner will describe a sensory image not explicit in the selection.
Main idea		8.8 After reading a content selection, the learner will infer the main idea of the selection.
Detail		8.9 After reading a content selection, the learner will infer at least one additional detail not explicitly stated about a character, object, or event.
Sequence		8.10 After reading a content selection, the learner will infer the order of events by identifying at least two ideas about the sequence.
Figurative language		8.11 After reading a literary selection, the learner will identify figures of speech (similes, metaphors, etc.) with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

NINTH THROUGH TWELFTH LEVEL

Concepts	Learning Outcomes	Sample Learning Objectives
		8.12 After reading a literary selection, the learner will interpret the intended meanings of figures of speech (similes, metaphors, etc.) with 80 percent accuracy. 8.13 Given a written or oral assignment, the learner will use examples of figurative language.
Critical Level Comprehension	9. The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		9.1 After reading content material, the learner will describe at least two characteristics about selected characters which indicate whether each character is real or imaginary. 9.2 After reading a content selection, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice. 9.3 After reading a content selection, the learner will judge whether selected actions described in the story are real or imaginary by giving at least one reason for his/her choice.

Teaching Strategies	Media/Resources	Evaluation Techniques

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NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
Value of material		9.4 After reading content material, the the learner will judge the quality and suitability of the material on the basis of established criteria.
Fact vs. opinion		9.5 After reading content material, the the learner will judge whether the information presented is based on objective data.
Relevant vs. irrelevant facts		9.6 After reading content material, the learner will judge whether information is relevant to the subject.
Propaganda		9.7 Given an advertisement which contains propaganda, the learner will identify indoctrination techniques with 80 percent accuracy.
		9.8 Given material which contains propaganda, the learner will identify the author's bias by giving examples of words or phrases that indicate such bias.
Author's purpose		9.9 Given reading selections, the learner will determine an author's reason for writing a particular selection with 80 percent accuracy.

Teaching Strategies	Media/Resources	Evaluation Techniques

NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
STUDY SKILLS		
Location of Information	10. The learner will locate information on a given word topic.	
Book parts		
table of contents		10.1 Given a content area text, the learner will locate an assigned story, chapter, or unit in the table of contents.
index		10.2 Given a content text, the learner will locate an assigned topic in the index.
glossary		10.3 Given assigned words to locate in the glossary of a content area text, the learner will locate each word.
preface		10.4 After reading the preface in a content text, the learner will identify one purpose for which the text was written.
appendix		10.5 Given a content text, the learner will locate specified information in the appendix.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
bibliography footnotes		10.6 Given a bibliography, the learner will identify the author, title, publication, and date for each entry with 80 percent accuracy.
		10.7 Given a form to follow and the necessary information, the learner will construct footnotes and bibliographies.
Dictionary skills		
word location alphabetizing guide words		10.8 Given a dictionary and words to be located, the learner will use alphabetical order and guide words to locate the words.
word differentiation diacritical markings phonetic spelling syllabication		10.9 Given unknown words from a content text, the learner will pronounce each word utilizing a pronunication key, diacritical markings, phonetic spelling, and syllabication.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
definition in context		10.10 After using the dictionary to locate a particular word in a sentence, the learner will select the definition of the word.
word origins		10.11 Given a dictionary and words to be located, the learner will ascertain the origin of each word.
dictionary supplements		10.12 Given tasks using dictionary supplements, the learner will utilize the supplementary sections of the dictionary to locate specified information related to each task.
Reference materials		
encyclopedias newspapers charts maps globes atlases directories catalogues almanac thesaurus tradebooks diagrams periodicals		10.13 Given tasks which require the use of various types of reference materials, the learner will utilize at least three different sources to locate specific information to complete each task.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Library skills		
card catalogue		10.14 Given an opportunity for self-selecting a book(s), the learner will utilize the subject, title, or author card(s) to locate each book.
library classification		10.15 Utilizing the Library of Congress or Dewey Decimal System of Classification, the learner will locate materials on a specified topic in the library.
indices		10.16 Utilizing various library indices, the learner will locate information on a specified topic.
cross references		10.17 After locating information which has cross references, the learner will locate the cross references.
Reading Flexibility	11. The learner will demonstrate flexibility in reading.	
Study techniques		
skimming scanning SQ3R and others study guides		11.1 After instruction on the common study techniques and given silent reading assignments, the learner will utilize one or more of these study techniques to enhance comprehension.

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Rate		11.2 After instruction on the purposes and uses of reading rate, the learner will use various reading rates to enhance comprehension.
Organization of Information	12. The learner will organize information from one or more sources.	
Outlining		12.1 Given main headings and subordinate topics from a content source, the learner will order the material in outline form.
		12.2 Given paragraphs from a content text, the learner will order each main idea with its subordinate details in outline form.
Note taking		12.3 Given information on a topic, the learner will take notes on the topic by writing down each main point of relevance.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Summarizing		12.4 Given paragraphs from a content selection, the learner will summarize the information by writing the main ideas and supporting details.
Paraphrasing		12.5 Given a paragraph(s) from a content selection, the learner will rewrite the paragraph(s) in his/her own words.
Graphic representations		12.6 Given a maximum of ten significant events and dates, the learner will develop a chronological time frame utilizing either a horizontal or vertical timeline. 12.7 Given expository information, the learner will summarize the material through use of charts and graphs. 12.8 Given expository information, the learner will graphically indicate the relationship between and among vocabulary and concepts in a structured overview and format.
Interpretation of Information	13. The learner will interpret information which has been located and organized.	

Teaching Strategies	Media/Resources	Evaluation Techniques

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Concepts	Learning Outcomes	Sample Learning Objectives
Utilization		13.1 After collecting and organizing information, the learner will apply the material to at least two different situtions.
Translation		13.2 After collecting and organizing information, the learner will utilize the information to create one unique product (literary, artistic or concrete).
RECREATIONAL READING AND PERSONAL DEVELOPMENT		
Reading for Leisure	14. The learner will take the initiative in selecting and reading books.	
Independent reading		14.1 Given an opportunity for independent reading, the learner will self-select and read materials as a free-time activity.
Sharing reading experiences		14.2 Given an opportunity to share experiences, the learner will transmit voluntarily to others information obtained through reading.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Variety in reading interests		14.3 Given an opportunity to choose reading material, the learner will select reading materials on different subjects.
		14.4 Given an opportunity to self-select and read selections in which the main characters confront personal problems, the learner will use the material to provide alternatives for making his/her own personal adjustments.
Reading Affectivity	15. The learner will display reading affectivity.	
Receiving		15.1 Given an opportunity for reading, the learner will exhibit interest and controlled attention for 25 minutes.
Responding		15.2 Given an opportunity for reading, the learner will participate in class discussion by answering and asking at least two questions related to the story.
		15.3 Given an opportunity to choose a reading selection, the learner will voluntarily seek reading material from a media center, library, or other source.

Teaching Strategies	Media/Resources	Evaluation Techniques

NINTH THROUGH TWELFTH LEVELS

Concepts	Learning Outcomes	Sample Learning Objectives
Valuing		15.4 Given opportunities to read, the learner will express the value of the reading experience.
		15.5 Given alternative activities, the learner chooses to read frequently.
		15.6 Given an opportunity to read, the learner will exhibit some dependency upon reading for recreation and information.
Emotional reactions		15.7 Given an opportunity to read, the learner will communicate an emotional response to the material read.
Organization		15.8 Given opportunities for reading, the learner will modify his/her behavior through reading.
Enhancement of Reading	16.0 The learner will participate in reading enrichment activities.	
Dramatization		16.1 Given an opportunity to dramatize, the learner will perform dramatic activities to support and enhance a reading selection.

Teaching Strategies	Media/Resources	Evaluation Techniques

Concepts	Learning Outcomes	Sample Learning Objectives
Projects		16.2 Given an opportunity for reading enhancement, the learner will develop a unique project related to a selection.
Creative writing		16.3 Given a written assignment, the learner will create a unique literary composition, either in prose or poetry.
Reading Appreciation	17. The learner demonstrates reading appreciation.	
Character identification		17.1 Given an opportunity for reading, the learner will exhibit empathy with a character in a selection.
Style of writing		17.2 Given an opportunity for reading, the learner will respond to the author's style of writing.
Literary techniques		17.3 Given an opportunity for reading, the learner will recognize the author's literary techniques.

Teaching Strategies	Media/Resources	Evaluation Techniques

APPENDIX A:

WEST VIRGINIA COUNTY READING ADMINISTRATORS

WEST VIRGINIA COUNTY READING ADMINISTRATORS

- Barbara Jones
  - Barbour County
- Jo Ann Vincent
  - Berkeley County
- Deloris J. Davis
  - Boone County
- Barbara Cox
  - Braxton County
- Ruth Lewis
  - Brooke County
- Herbert Varney
  - Cabell County
- Jean Pitts
  - Calhoun County
- Jeff Krauklis
  - Clay County
- Jacqueline Burgess
  - Doddridge County
- Viola Caldwell
  - Fayette County
- Robert Hardman
  - Gilmer County
- Kent Hudgins
  - Grant County
- Frankie Appel
- Joanne Livesay
  - Greenbrier County
- Anna Dale Voklin
  - Hamphire County
- George LaNeve
  - Hancock County
- Jeff Moss
- Clarence Kean, Jr.
  - Hardy County
- Marlene Henig
  - Harrison County
- Delores Ranson
  - Jackson County
- Alicia Robert
- Beverly Hughes
  - Jefferson County
- Glenda Smith
  - Kanawha County
- Betty N. Leach
  - Lewis County
- Donna Adkins
- Sheila Burns
  - Lincoln County
- Patrick White
  - Logan County
- Marguerite Bacco
- Dorothy Oliverio
  - Marion County
- Robert Eaton, Jr.
  - Marshall County
- Albert Stephens
  - Mason County
- Lorraine Goosens
- Nancy Sly
  - McDowell County
- Ina Humphreys
  - Mercer County
- Betty Livengood
  - Mineral County
- Ola Mae Noel
  - Mingo County
- Sandy Walsh
  - Monongalia County
- Mary Compton
  - Monroe County
- Janet Goodhand
  - Morgan County
- James Marsh
  - Nicholas County
- Rosemary Coury
  - Ohio County
- Elizabeth Leeson
  - Pendleton County
- Donna Barksdale
  - Pleasants County
- Nancy O'Bryan
  - Pocahontas County
- Melvin Graham
  - Preston County
- Denis Smith
  - Putnam County
- Mary Abbott
- Edythe Clay
  - Raleigh County
- Marcia Stone
  - Randolph County
- David Meador
  - Ritchie County
- Lonnie Canterbury
  - Roane County
- Larry Deeds
- Richard Lawrence
  - Summers County
- Deanna Weaver
  - Taylor County
- Fred Sikaraskie
  - Tucker County
- Susan Boyles
  - Tyler County
- M. Jane Phillips
  - Upshur County
- Edna Gillispie
  - Wayne County
- Judy Hoover
  - Webster County
- Gerrita Postlewait
- Robert Schrader
  - Wetzel County
- Lowell Weekley
  - Wirt County
- Jennie Bechtold
  - Wood County
- Judy Bledsoe
  - Wyoming County